

MARKING GUIDE

PARTNERSHIP WITH IWI, HAPŪ, WHĀNAU/FONO, AND MĀORI/PASIFIKA COMMUNITIES

Developing Positive Connections

Level 4, Credits 3

Assessment Code: YTD Partnerships

INSTRUCTIONS FOR COMPLETING THE ASSESSMENT

TASK Complete a theory assessment about the importance of partnership when working with young people in a mentoring and support context in Aotearoa New Zealand

Task 1 Answer questions on the importance of partnership in working with Māori young people.

Task 2 Answer questions on the importance of partnership in working with Pacific young people.

Task 3 Have a conversation with a peer or colleague on working in partnership with either Māori or Pacific young people. Reflect on what you learned from this conversation and how it applies to how you approach working with youth in your role.

1. To gain competency in this assessment Tasks 1, 2 and 3 must be completed correctly and fully as required by the marking criteria.
2. The assessment must be the student's own work.
3. Resits are available. Refer to student handbook for assessment and resit policies.

New Zealand Certificate in Youth Work – Level 4		
Course 3 Assessment 3.3		
Graduate Profile Outcome	Learning Outcome	Assessment
GPO 5: Apply an understanding of Te Tiriti o Waitangi to uphold and honour the history of Māori as tangata whenua.	LO 3.3 Explain the importance of partnership with iwi, hapū, whānau/kāinga/aiga, and Māori/Pasifika communities when working with Māori and Pacific youth. (3 credits)	Assessment 3.3 Explain how tuakana-teina and the strategies of pukengatanga, whare wānanga and urungatanga help to strengthen the bond between rangatahi and whānau, hapū and Māori communities. LO 3.3 3 credits

Model answers are in orange

Judgement guides are in red

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New Zealand Certificate in Youth Work (Level 4)

Assessment 3.3 YTD Partnerships

Version 1 Nov 2021

Task 1 – Working with Māori young people

Question 1

A. Describe what partnership looks like when working with rangatahi Māori.

Student response to A could include points from the following to describe what partnership looks like when working with rangatahi Māori:

- Partnership is about how youth workers and rangatahi Māori work together. It must be centred around rangatahi needs and aspirations; arising out of a conviction that for youth work to be effective it has to be positively and authentically youth driven – youth have a right to fully participate in and lead their own development as rangatahi Māori.
- Partnership with Māori must be a collaborative process based on sharing expertise. Youth workers and rangatahi (whānau, iwi) teach and learn from each other.
- Partnership means everyone has the opportunity to make suggestions and decisions. Everyone involved contributes and receives recognition for their contributions. Rangatahi decisions are respected. Confidence is held and expressed in the young person's judgement and mana.
- Partnership is a relationship that is reciprocal, interactive, and dialogic.
- Partnership shares power through recognition of rangatahi as the 'authors' of their life narrative. Partnership is a relationship that is interdependent and non-dominant.
- Partnership recognises that rangatahi views and ideas may be shaped by their experiences of discrimination (personal and systemic), poverty and other social conditions, and as a result their views, beliefs and aspirations may be self-limiting.
- Partnership is practice that builds up and respects mana.
- Partnership recognises and respects individual difference; especially important to respect differences in understanding of Te Ao Māori, engagement in cultural activities and practices. It is not the same for every rangatahi and this needs to be respected.

Response to A can include aspects of partnership as specified in the bullet point list; it does not need to include all the points, but **at least three** should be sufficient to demonstrate an understanding of partnership from a Māori perspective

B. From your own standpoint (as either Māori or non-Māori), give **three** examples of partnership in your own practice, or that of your organisation, when working with Māori youth.

Student response should include examples of partnership from their own practice or that of their organisation working with rangatahi Māori; response may reflect their own standpoint as Māori or non-Māori. Examples from practice are likely to include aspects such as rangatahi involved in planning programmes; youth centred activities and programmes, and recognition of individual needs, knowledge, skills and aspirations – each young person is different, so do not use a one-size-fits all approach.

Other aspects of working with rangatahi Māori that highlight partnership may be included in the response. These are likely to involve aspects related to working with whānau, hapū or other relevant community or marae-based organisations to support or engage participation with rangatahi Māori.

Response to B must include **three** examples of partnership with rangatahi Māori in practice:

- Practice may include the individual youth worker or their organisation.

- Partnership examples may be from the perspective of either Māori or non- Māori working with rangatahi Māori.

Examples should reflect best practice partnership practices in the context of working with rangatahi Māori in Aotearoa New Zealand

Question 2

Select **two** of the following:

- Tuakana–teina
- Pukengatanga
- Whare wānanga
- Urungatanga

For each one you choose, explain what it is and tell a story from youth work practice of how it strengthened partnership for rangatahi. The anecdote or story could be from your own youth work practice or based on something you have studied in the online course.

Explanations and stories from youth work practice should clearly reflect an understanding of **two** of the following concepts and how they are used in youth work practice and mentoring relationships to support strengthening partnership with rangatahi.

Concept or strategy	Explanation and story
<p>Tuakana–Teina Note: may also be referred to as rangatira–rangatahi.</p>	<ul style="list-style-type: none"> • Literal meaning is older sibling-younger sibling; refers to relationship between an older person (tuakana) and a younger person (teina). • In youth work context taukana-teina can define relationships between youth workers and young people, along with other relationships like peer-to-peer or those in the family/whānau, education settings or other contexts. These relationships can work in several of ways: <ul style="list-style-type: none"> • Peer-to-peer: teina teaches teina; tuakana teaches tuakana • Youth worker to young person: youth worker (tuakana) has skills, knowledge and experience the young person (tuakana) needs and youth worker supports, guides, or teaches the younger person • Young person to youth worker: young person passes on their skills, knowledge, and experiences to youth worker (does not have them) • Able to less able: young person (or youth worker) is less capable in some knowledge, skill or understanding, so someone (not necessarily the youth worker or the young person) teaches what is required • More than a mentoring approach; taukana-teina is a two-way conversation and relationship that is mutually respectful and collaborative.
<p>Pukengatanga</p>	<p>Focus for this concept is on learning new knowledge, developing new skills and creating possibilities:</p> <ul style="list-style-type: none"> • For youth workers, pukengatanga is about keeping up to date with new developments and ways of working • For rangatahi, pukengatanga is about identifying their aspirations, creating, and working towards achievable short, medium, and long-term goals. Can also involve using other people’s expertise to make informed decisions - relates to tuakana-teina <p>Youth workers work with the young people and other parties (whānau, hapu, iwi, teachers, etc) towards them achieving goals and reaching their potential.</p>

	<p>Youth workers inform rangatahi and make sure they are aware of their options. In this way the young people can make informed decisions that help them to develop positive and aspirational, yet achievable goals and plans.</p> <p>Note: Pukengatanga can take the form of mentoring.</p>
Whare wānanga	<p>This concept can apply to any of the following:</p> <ul style="list-style-type: none"> • Learning spaces in which adults share their specialised skills and knowledge with young people who show interest and propensity in these areas • Formal training at a school, technical institute, university, or apprenticeship to learn life and/or vocational skills and gain qualifications • Formal group structures and learning spaces established to pass on specialist skills and knowledge <p>Historically learners at each whare wānanga were selected because they showed innate talent and gifts in particular areas of learning or interest. While named after a physical building (whare), learning did not necessarily happen indoors.</p>
Urungatanga	<p>Concept generally translates as ‘learning through exposure’. Applies to the following:</p> <ul style="list-style-type: none"> • Young people exposed to situations rather than formal instruction or teaching • Experiences of urungatanga are opportunities for young people to problem solve and deal with naturally occurring situations as they arise for problem solving through experiential learning and dealing with real world challenges <p>Natural learning through regular or daily exposure to situations involving common practices, knowledge and values; with opportunities to apply skills and knowledge gained through pukengatanga and whare wānanga</p>

To be assessed as competent the student responses must meet the following criteria:

- **two** concepts of either tuakana-teina, pukengatanga, whare wānanga or urungatanga selected; explanations given that include key points similar to those provided in the evidence guide and/or that are correct for application of the concept to working with young people in Aotearoa New Zealand
- each explanation of the concept supported by a story or example from youth work practice with rangatahi in Aotearoa New Zealand
- stories and examples demonstrate how selected concepts strengthen partnership for rangatahi.

Task 2 – Working with Pacific young people

Question 1

- A. What does **partnership** mean for youth workers in Aotearoa New Zealand working with Pacific young people?

Student response may be more specific but are likely to include the following points to explain partnership for youth workers in Aotearoa New Zealand working with Pacific youth:

Commitment to partnership with community and culture; establish networks and relationships outside of the ‘professional’ comfort zone to include those working with youth within the community, such as church youth leaders, Sunday School teachers or family elders. Commitment could include

participating and sharing time with community through attending church or other events with people or sharing food.

Partnership with Pacific peoples must start with talanoa, the time spent talking with people to get to know them to establish who you are to each other and you're responsibilities are. Talanoa is essential for working with young Pasifika people. There is no partnership without talanoa.

Le Vā is recognition of the sacred relationship space that exists between people. It is the key to understanding partnership. Le Vā exists between young people, their parents, their siblings, wider family, and community. Establish le Vā between the youth worker and the young person (and their community) through talanoa. Young people may have different understandings and connections to le Vā. For young people raised in a Pacific culture the Vā first Vā is the one between them and their parents or grandparents. Understanding the le Vā that exists between yourself, and others is essential to understanding folauga.

Folauga is the journey the young person is on and that you are on with them. To support Pacific young people, it is critical to know the folauga through talanoa and le Vā in your relationship with them. To understand folauga, you also need to understand the history of Pacific peoples, especially in Aotearoa. When you know the past, you can understand the present and move towards the future.

Answer should include at minimum a role for talanoa, le Vā and folauga in partnership.

- B. Give **three** examples of partnership from your own practice, or that of your organisation, when working with Pacific young people.

Student response should give specific examples of partnership from their own practice or how their organisation operates. For example, how they use talanoa in the time spent with young people – the questions they ask to help understand the young person better and their relationships with their family and community. Student response could also include examples about le Vā and how this impacts their interactions with young people, their parents, family, church or cultural community. For example, sharing food, how they greet people, where they sit in relation to elders, learning people's names, languages or about the home islands, etc. Student response could include examples of learning about the history of Pacific people in Aotearoa and how this impacts the present. Response could include examples of how they relate this learning to their relationships with young people, their families and communities.

Answer should include three examples of partnership that would apply to working with Pacific young people in Aotearoa New Zealand

- C. From your perspective, what are **three** benefits of developing partnerships with Pacific communities for the young people, and/or for you and your organisation?

Student response identifies benefits for the young people of partnership. These can be specific to the context in which they are working but are likely to include things like better relationships with young people, who heard and understood rather than excluded, marginalised or disrespected as they may do in other situations. It may help young people feel less disconnected from their culture, or even help them to reconnect with themselves through their community and develop a greater sense of pride in their background. An understand of le Vā can help the young person to understand their relationships and responsibilities better in relation to others, especially within their family and community.

Developing a sense of their own responsibility can help them to develop positive autonomy and to make decisions that improve their lives and wellbeing.

Answers should include **three** benefits of developing partnerships with Pacific communities for young people, youth workers and/or organisations doing youth work in Aotearoa New Zealand

- D. From your perspective, what are **two** challenges you face in working with Pacific young people and partnership? What strategies or resources support you in dealing with those challenges?

Student response should identify challenges (and solutions to those challenges) that are specific to them and their role. It will depend on who they are. If they are Pacific or non-Pacific themselves. This impacts who they are already connected to and who the young people see them as representing. For example, a youth worker who is Pacific themselves may have to deal with their own or community's past trauma or negative experiences with mainstream New Zealand society. They may find it difficult to speak up within a system that disregards their cultural expertise or may even be hostile to it. They may have their own struggles with disconnection to work through. This youth worker may talk about where they get cultural and emotional support and/or professional mentoring to help them better support the young people they work with. A non-Pacific youth worker may face challenges based on ignorance about how to approach the community, to learn about the languages and cultures of the young people they work with. They may struggle to build connections and establish relationships with Pacific young people who feel defensive around them. They may lack appropriate communication skills and willingness to step outside their comfort zone to learn more and develop better community relationships.

Answer should include **two** challenges the student faces in developing partnerships for Pacific young people in Aotearoa New Zealand and identify at least **one** strategy or resource that can support them in dealing with the challenges

Task 3 – A conversation about working in partnership with either Māori or Pacific young people

For Task 3, please select **either** the Māori partnership option 1 or the Pacific partnership option 2.

Option 1 – Māori partnership option

It is important for anyone working with young people in Aotearoa New Zealand that they develop partnerships for working with rangatahi; this includes the development of their own professional network.

Task instructions

1. Have a conversation about partnership in working with rangatahi.

You may have this conversation with a colleague, peer, supervisor or mentor who is Māori and has experience working with Māori young people on the importance of partnership in youth work.

You are not expecting this person to be the definitive expert, but to share their perspective as a fellow professional in the same area of work as you. The purpose of this task is to ensure that you

are in the process of developing a network of positive connections for working more effectively in partnership with rangatahi.

You may choose to have this conversation about Māori young people in general or for a particular iwi or hapū.

Questions

These questions are here to help facilitate your conversation. Ask the person you have the conversation with similar questions to the ones below. Please, feel free to reword them to make them more relevant to you and your context:

- From your point of view, what does partnership mean for me/us when working with Māori young people? And why does this partnership matter?
- Could you give a couple of examples of what you see as 'best practice', in relation to working with rangatahi Māori in partnership with them and their communities?
- Do you have any advice, specific to me, on how to approach partnership in my role?
- One of the challenges I have in my role working with our rangatahi is . . . Do you have any insights into this situation?

2. Write a **one-page** reflection on what you learned from this conversation.

First, introduce the person you talked with (in general terms; do not include information that could identify them as an individual).

Then, continue with the reflection by addressing at least **two** of these questions:

- How did your understanding of partnership align with that of the person you talked with?
- What was the most useful or valuable insight from this conversation?
- How can you apply something you learned from this conversation to your own practice or organisation?
- Why is partnership important for you in your role? Why is it important for the rangatahi you work with?

Remember, this conversation presents one person's perspective and insights. You want to learn from this conversation, but also stay open to different perspectives.

How the student reflects on the conversation will depend on who they talk with, their work context and what they personally took away from the conversation that was meaningful.

There is no correct sample answer for how to respond to these questions as they are part of a personal reflection.

Overall, the reflection should show an understanding of the importance of partnership for working with rangatahi and how it can occur in practice from a Māori perspective that is particular to the student's role and youth work context.

This reflection should meet the following criteria:

- minimum **one-page** length
- at least **two** of questions A, B, C or D addressed
- relevant to working with rangatahi in Aotearoa New Zealand
- awareness of partnership from a Māori point-of-view
- practical application of an approach to partnership for a specific youth worker's practice and/or relationships.

Option 2 – Pacific peoples partnership option

For Task 3, please select **either** this option, on Pacific partnership, or the previous Māori partnership option. It is important for anyone working with young people in Aotearoa New Zealand that they develop partnerships for working with Pacific young people; this includes the development of their own professional network.

Task instructions

1. Have a conversation about the importance of partnership in working with Pacific young people. You may have this conversation with someone who is from a Pacific community and has experience and standing working with Pacific young people. While this person may be a colleague, peer, supervisor or mentor, you are highly encouraged to step outside of your comfort zone and engage with someone new from a Pacific community.
In the context of a Pacific community, people who can provide insight are not necessarily those you might typically think of in a professional context. This could include people within the church community like pastors, community leaders or Sunday school teachers; it can also include elders and mentors within the context of an extended family; those trusted and tasked by the community to pass its values and culture along to the next generations.
Also, remember that while Pacific communities may share common aspects, each is unique with its own language, culture, home islands and experiences of Aotearoa New Zealand. If you work with Pacific young people from different communities, please use this opportunity to explore and expand your networks into places beyond where you typically go.
Note: You are not expecting this person to be the definitive expert, but to simply share their perspective. The purpose of this task is to ensure that you are in the process of developing a network of positive connections for working more effectively with Pacific young people.
You may choose to talk about Pacific young people in general, or particular Pacific communities.

Questions

These questions are here to help facilitate your conversation. Ask the person you have the conversation with similar questions to the ones below. Please, feel free to reword them to make them more relevant to you and your context:

- From your point of view, what does partnership mean for me/us working with Pacific young people? And why does this partnership matter?
 - Could you give a couple of examples of what you see as 'best practice' in relation to working with young people in partnership with them and their communities?
 - Do you have any advice, specific to me, on how to approach partnership in my role?
 - One of the challenges I have in my role working with our Pacific young people is . . . Do you have any insights into this situation?
2. Write a **one-page** reflection on what you learned from this conversation.
First, introduce the person you talked with (in general terms; do not include information that could identify them as an individual).
Then, continue with the reflection by addressing at least **two** of these questions:
 - How did your understanding of partnership and their understanding align?
 - What was the most useful or valuable insight from this conversation?
 - How you can you apply something you learned from this conversation to your own practice or organisation?
 - Why is partnership important for you in your role? Why is it important for the Pacific young people you work with?

Remember, this conversation presents one person's perspective and insights. You want to learn from this conversation, but also stay open to different perspectives.

How the student reflects on the conversation will depend on who they talk with, their work context and what they personally took away from the conversation that was meaningful.

There is no correct sample answer for how to respond to these questions as they are part of a personal reflection.

Overall, the reflection should show an understanding of the importance of partnership for working with rangatahi and how it can occur in practice from a Māori perspective that is particular to the student's role and youth work context.

This reflection should meet the following criteria:

- minimum **one-page** length
- at least **two** of questions A, B, C or D addressed
- relevant to working with rangatahi in Aotearoa New Zealand
- awareness of partnership from a Pacific point-of-view
- practical application of an approach to partnership for a specific youth worker's practice and/or relationships.