

# Youth Development Reflection Tool

Sport NZ has partnered with Aotearoa New Zealand's youth development peak body, [Ara Taiohi](#) to embed the [Mana Taiohi](#) principles within our [Active Recreation for Rangatahi Plan 2021-2024](#). These principles acknowledge the mana that young people bring or carry, and how to actively work to enhance that mana.

The Youth Development Reflection Tool is an optional tool to support Sport NZ and our partners to embed the Mana Taiohi principles to create better outcomes for rangatahi.

Each principle is broken down into four levels of maturity: te kākano (the seed), te pihanga (the shoot), te paunga (the bud) and te puāwaia (the flower)\*, with descriptions of what you might expect to see at each level. These will help you to reflect on where your organisation is currently operating, and what areas you could focus on to further embed a mana-enhancing youth development approach.

This tool should be completed at an organisational level, rather than team or individual level. Focus on one principle at a time, and use the examples to help inform your own reflections.

You can opt to work through each section either together or individually. Your organisation might be stronger in one area than another, so do what works for your organisation.

The value of this tool is how it can be used to start conversations around your approach to youth development, and identify future actions to support your progression to the next level of maturity. So there is no final mark. This guide is for you and your organisation to reflect on when you feel it appropriate to do so.

\* Maturity levels by Kataraina Pipi



## Examples – what this might look like

### Mauri (Life force, Spark, Essence)

Includes the values, beliefs, skills, and talents of the rangatahi. Fuelling that life spark means young people are seen, valued and supported to follow their interests to actively construct their own identity.

- Programmes/initiatives provide opportunities for rangatahi to access a leadership role should they choose, and staff ensure that all participants feel heard and valued for their unique contributions.
- Staff acknowledge the mana of the individuals they serve by honouring names, pronouns, language, and cultural heritage. We ensure programmes/initiatives can adapt to the needs of the participant.

Our organisation **rarely** promotes opportunities for youth voice and youth-led advocacy

Our organisation **sometimes** promotes opportunities for youth voice and youth-led advocacy

Our organisation **often** promotes opportunities for youth voice and youth-led advocacy

Our organisation **regularly** promotes opportunities for youth voice and youth-led advocacy

*'We didn't want the teachers to pick the youth representatives, so made it open to all students. We also wanted them to be able choose their level of engagement. We ended up with four students who decided to share the role, so that they could balance it with their other commitments.'*

Our work **rarely** provides opportunities to recognise the identities of the rangatahi we serve

Our work **sometimes** provides opportunities to recognise the identities of the rangatahi we serve

Our work **often** provides opportunities to recognise the identities of the rangatahi we serve

Our work **regularly** provides opportunities to recognise and **celebrate** the identities of the rangatahi we serve

*'It's really important to partner with providers who are comfortable in adapting their programmes based on the needs and interests of the young people. The young people should always be at the centre.'*

### Whakapapa (Genealogy, Relationships, Connections, History)

Acknowledging how our shared histories, Te Tiriti o Waitangi and the impacts of colonisation in Aotearoa influence rangatahi.

- Staff are supported to develop their knowledge of Te Tiriti o Waitangi, the impacts of colonisation, and how their mahi honours the principles of partnership, participation, and protection. This may also include developing knowledge of Te Reo Māori, Tikanga, and understanding of Māori models and frameworks, such as Te Whetū Rehua and Te Whare Tapa Wha.
- Programmes/initiatives intentionally provide connections between rangatahi, their whānau and whenua. The history of Aotearoa is acknowledged through connections to specific places, events, and activities.

Our staff have **no/limited** knowledge of how to honour Te Tiriti o Waitangi in our contexts

Our staff have **some** knowledge of how to honour Te Tiriti o Waitangi in our contexts

Our staff have a **good** knowledge of how to honour Te Tiriti o Waitangi in our contexts

Our staff have a **strong** knowledge of how to honour Te Tiriti o Waitangi in our contexts

*'In honouring Te Tiriti, we acknowledge the importance of taking a waka hourua approach to our funding decisions, so that 50% of the decision-making power lies with Tangata Whenua, and 50% with Tangata Tiriti.'*

Our organisation **does not** provide/support quality opportunities for rangatahi to explore their whakapapa

Our organisation provides/supports **limited quality** opportunities for rangatahi to explore their whakapapa

Our organisation provides/supports **some quality** opportunities for rangatahi to explore their whakapapa

Our organisation provides/supports **many, high quality** opportunities for rangatahi to explore their whakapapa

*'We took the boys on a 30 km bike ride around sites that are culturally significant to the local Iwi and hāpu. It's physical activity, whakapapa and whanaungatanga coming together.'* - Jackson Waerea, Active Recreation Advisor, Sport Hawke's Bay

### Hononga (Connections, Relationships, Joining)

Recognising the connected relationships in a young person's world (whānau, peers, school, the community), and the places and spaces that support these.

- Acknowledging the importance of a young person's connections, including those in a digital space and ensuring a locally-led approach that places them and their whānau/communities at the centre.
- Recognising the gaps in our own expertise, and the importance of connecting with services in our community to best support rangatahi.

Our mahi **rarely** supports rangatahi to identify connections within their communities

Our mahi **sometimes** supports rangatahi to identify connections within their communities

Our mahi **often** supports rangatahi to identify connections within their communities

Our mahi **strongly** supports rangatahi to identify and **strengthen** connections within their communities

*'Holding the programme at the Marae made it accessible for the rangatahi and their whānau.'*

We **rarely** partner with other organisations and services that support young people

We **sometimes** partner with other organisations and services to support the young people we serve

We **often** partner with other organisations and services to support the young people we serve

We **always** partner with other organisations and services to support the young people we serve

*'You need to work collaboratively. Sport Tasman has the resources, the sporting know-how and the connections. The Red Cross has got the relationship with the rangatahi and their families... together we have given these young people such an incredible opportunity.'* - Megan Riddell, Red Cross Tasman

### Te Ao (The world of the young person)

Includes the big picture influences such as economic contexts, dominant cultural values, the effects of colonisation and local, national and international legislation and policy that impacts rangatahi.

- Staff understand the communities rangatahi engage with and the systems that impact their lives. Programmes/initiatives empower rangatahi to remove barriers and contribute to positive change.
- Processes ensure that rangatahi information is only shared once they have given their fully informed consent. (Understanding the organisation's Kaupapa, and how their information will be used.)

Our work **rarely** supports young people to positively contribute to their communities

Our work **sometimes** supports young people to positively contribute to their communities

Our work **often** supports young people to positively contribute to their communities

Our work **regularly** supports and **empowers** young people to positively contribute to their communities

*'The girls noticed that some of their peers weren't comfortable attending general gym sessions. We supported them to create and promote female only sessions, open to all students from schools in their area.'*

Our organisation **does not** always obtain informed consent for interactions with rangatahi

Our organisation obtains informed consent for **some** interactions with rangatahi

Our organisation obtains informed consent for **most** interactions with rangatahi

Our organisation ensures informed consent for **all** interactions with rangatahi

*'The focus of the campaign changed, and so we made sure that the girls were still happy with their photos being used. They had some questions and ideas, which were helpful for us to consider.'*

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## Examples – what this might look like

### Whanaungatanga (Relationships, Kinship, Sense of belonging)

All relationships in a young person's life (including those in the digital space). When we prioritise whanaungatanga we support the development of high trust relationships that are reciprocal, genuine, and mana-enhancing.

- The organisation prioritises meaningful opportunities to build connections in the initial development of any new programme/initiatives and supports trusted relationships between staff.
- The organisation values opportunities to connect to and learn from a variety of other organisations and regularly shares and promotes best practice with local and national networks.

Whakawhanaungatanga is **rarely** included in our planning and/or initiatives

Whakawhanaungatanga is **sometimes** included in our planning and/or initiatives

Whakawhanaungatanga is **often** included in our planning and/or initiatives

Whakawhanaungatanga is **always** included in our planning and initiatives

*'Previous interactions with the organisation hadn't always been positive, so it was really important that we dedicated the first few weeks to understanding the community, really listening to them, and building trust.'*

We **rarely** connect to local, regional and national networks that support better outcomes for rangatahi

We **sometimes** connect to local, regional and national networks that support better outcomes for rangatahi

We **often** connect to local, regional and national networks that support better outcomes for rangatahi

We **regularly** connect to local, regional and national networks that support better outcomes for rangatahi

*'There's a lot that we can learn from organisations across the motu. We don't need to have all the answers ourselves and often look at what others are doing, both inside and outside of our sector.'*

### Manaakitanga (Kindness, Respect)

Upholding rangatahi safeguarding and wellbeing through adequate resources and training for people who work with young people, and ensuring all young people feel accepted, included, and valued.

- Staff have a strong understanding of what it means to create a mana-enhancing environment. The organisation's culture promotes empathy and understanding so everyone feels respected.
- Policies are regularly reviewed to ensure that they provide the best possible care and support for rangatahi, and rangatahi wellbeing is at the forefront of all decisions made by the organisation.

Our organisation **rarely** provides safe, welcoming, mana-enhancing environments for rangatahi and their communities

Our organisation **sometimes** provides safe, welcoming, mana-enhancing environments for rangatahi and their communities

Our organisation **often** provides safe, welcoming, mana-enhancing environments for rangatahi and their communities

Our organisation **always** provides safe welcoming, mana-enhancing environments for rangatahi and their communities

*'We engage with our community in a way that makes them welcomed and ensure that they are given the space to speak and be heard. It makes no difference if they're a CEO, potential funder, or young person.'*

Staff have **limited** knowledge of relevant policies to support rangatahi health and wellbeing

Staff have **good** knowledge of relevant policies to support rangatahi health and wellbeing

Staff have **great** knowledge of relevant policies to support rangatahi health and wellbeing

Staff have **excellent** knowledge of relevant policies to support rangatahi health and wellbeing

*'Using correct pronouns is important to rangatahi we work with, so we made this an explicit part of our anti-discrimination policy to make sure it becomes part of the organisations culture.'*

### Whai Wāhitanga (Participation)

Recognising young people as valued contributors to society, giving them space to assume agency and take responsibility. Young people are supported to choose their level of engagement in decisions that affect them.

- Staff have a strong understanding of co-design principles and engage in authentic co-design processes. There are a variety of opportunities for youth voice to inform programmes/initiatives.
- Rangatahi have opportunities to contribute to organisational decision-making processes such as governance, funding and programme design. Youth trustees and panels are well supported (e.g. through mentorships) and have good access to information relating to the decision-making process.

We provide **some** opportunities to gather insights from rangatahi, that **sometimes** inform programmes and initiatives

We provide **good** opportunities to gather insights from rangatahi, that **often** inform programmes and initiatives

We provide **great** opportunities to gather insights from rangatahi that inform **most** of our programmes and initiatives

We provide **excellent** opportunities to gather insights from rangatahi that inform **all** our programmes and initiatives

*'A lot of the students don't like to speak up, so we use online quizzes and games to vote for their favourite option and share their thoughts anonymously. It's about providing lots of options for feedback.'*

Our organisation provides **no/limited** opportunities for young people to participate in organisational decision-making processes

Our organisation provides **some** opportunities for young people to participate in organisational decision-making processes

Our organisation provides **good** opportunities for young people to participate in organisational decision-making processes

Our organisation provides **excellent** opportunities for young people to participate in organisational decision-making processes

*'We asked our youth panellist what other opportunities they were interested in. They told us they wanted to attend a national conference related to the fund, it was great to be able to support them to do this.'*

### Mātauranga (Knowledge, Information, Wisdom, Understanding)

Research, experiences, cultural knowledge, and the beliefs held by rangatahi and their whānau. Good information is useful, timely and meaningful.

- The organisation is up to date with recent youth development research and legislation and provides access to youth development training for all staff who's mahi impacts rangatahi.
- Staff draw on a variety of research methods, including indigenous and evidence-based mātauranga. Evaluation methods incorporate rangatahi perspectives, through mana-enhancing engagement.

We **do not** provide opportunities for staff's professional development in positive youth development

We provide **limited** opportunities for staff's professional development in positive youth development

We provide **good** opportunities for staff's professional development in positive youth development

We provide **excellent** opportunities for staff's professional development in positive youth development

*'It's important to continually learn, reflect, and challenge my assumptions of what rangatahi are facing today in Aotearoa.'*

Our evaluation methods include **no/limited** reference to youth development principles

Our evaluation methods **sometimes** include youth development principles

Our evaluation methods **often** include youth development principles

Our evaluation methods **always** include youth development principles

*'We engaged young people in the project evaluation in a way that was meaningful to them. They didn't want to do a survey but preferred to talk with a trusted person from one of our partner organisations.'*