



NEW ZEALAND QUALIFICATIONS FRAMEWORK
TE TAURA HERETOHU MĀTAURANGA O AOTEAROA

Qualification details

Qualification number/Te nama o te tohu mātauranga	2858		
English title/Taitara Ingarihi	New Zealand Diploma in a Māori Worldview of Early Learning		
Māori title/Taitara Māori	Te Rangatiratanga o Te Mokopuna		
Version number/Te putanga	2	Qualification type/Te momo tohu	Diploma
Level/Te kaupae	6	Credits/Ngā whiwhinga	120
NZSCED/Whakaraupapa	090503 - Society and Culture>Human Welfare Studies and Services > Nannyng and Early Childcare		
Qualification developer/Te kaihanganga tohu	NZQA Maori Qualification Services		
Next review /Te rā arotake	December 2023		

Outcome statement/Te tauāki ā-hua

Strategic Purpose to pursue a career working as a lead kaiako in a reo Māori immersion or bi-lingual / Te rautaki o te tohu
<p>This qualification is intended for people proficient in te reo Māori who wish to pursue a career working as a lead kaiako in a reo Māori immersion or bilingual setting.</p> <p>The purpose of this qualification is to provide graduates with in-depth knowledge, of Māori philosophies, skills and experiences in mātauranga Māori early learning education contexts.</p> <p>Graduates of this qualification will be able to apply, analyse, and critique a range of standard and non-standard processes self and others performance and develop solutions or challenges in a te reo Māori immersion or bilingual setting.</p> <p>This qualification does not lead to teacher registration.</p>

Graduate Profile/Ngā hua o te tohu
<ol style="list-style-type: none">1. Manage and lead the development of reo and tikanga growth strategies to support mokopuna in own and other environments as an expression of mana reo.

2. Lead operational aspects in reo immersion or bi-lingual environments to support mokopuna, whānau and kaimahi as an expression of whakamana and te tika me te pono.
3. Critically analyse and evaluate the effectiveness of programme activities in developing and sustaining the cultural values and beliefs of the whānau and mokopuna as an expression of rangatiratanga.
4. Lead and manage effective relationships that supports the learning and the development of mokopuna, whānau and kaimahi as an expression of kotahitanga and whanaungatanga. Lead and model curriculum strategies that supports and guides the development and growth of mokopuna as an expression of manaakitanga and rangatiratanga.

Guiding Principles

Mana Reo.

This kaupapa puts emphasis on the importance of early learning educators having the knowledge and skills to ensure the presence and expressions of mana reo is alive, vibrant and flourishing within the whatumanawa of the mokopuna.

“Ko te reo te mauri o te mana Māori”

The language is the life force of the Māori people.

Rangatiratanga

This kaupapa emphasises the importance of early learning educators having the knowledge, skills and experience to be able to demonstrate leadership in the delivery of learning activities and care for mokopuna and their whānau. This includes knowledge of local kawa and tikanga; use of te reo Māori; of positive behaviours based on kaupapa Māori principles; including tuakana, teina and meeting legal and ethical requirements in a professional manner.

Whakamana

This kaupapa refers to the skills and knowledge needed to support the protection of mauri, maintaining tapu and noa and uplifting mana, wehi and wairua, of the mokopuna and their whānau, through the delivery of culturally appropriate and effective activities to support and nurture the mokopuna to learn and grow.

Te Pono me te Tika

This kaupapa highlights the importance of whānau, hapū iwi and hapori cultural values, te reo Māori, tikanga and kawa. Legal obligation compliance issues, systems, procedures and ethics are met with a kaupapa that recognises Māori values.

Whanaungatanga

This kaupapa highlights the importance of ngā hononga to ngā taumata whakahirahira (mana whenua, mana tangata, mana ao tūroa, mana atua, mana reo) that reflects cultural values, tikanga and kawa in establishing, building and maintaining respectful relationships within whānau; hapū, iwi and hapori; kura and schools, health and/or social service providers; and other key stakeholders important to the learning and development of mokopuna.

Kotahitanga

This kaupapa is expressed as the fundamental ability of early learning educators to understand and ensure that the Māori worldview of child development and the role of the whānau are integral and inter-woven into the development ā-tinana, ā-hinengaro, ā-wairua, ā-whānau to reflect a holistic way of learning.

Education Pathway/ Ngā huarahi mātauranga

Graduates who complete this qualification may wish to study at Degree level in Early Childhood Education.

Employment, Cultural, Community Pathway/ Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki

Graduates of this qualification will have the skills and knowledge to work or gain employment in supervised kaiāwhina roles in:

- Kōhanga Reo and/or Puna Reo as a Kaiako.
- Ngā Toi Māori as Māori performers, or becoming weavers, carvers.
- Māori Public Health Services
- Early Childhood Services
- Home-based Services
- Iwi/Rūnanga Services

This qualification provides a pathway for graduates to develop capability and capacity to protect, maintain, and enrich mātauranga taonga tuku iho for whānau, hapū, iwi and hapori for future and current generations.

Contributions to community and cultural roles may include involvement as the following:

- Kaiārahi or Kaitakawaenga to lead marae obligations and responsibilities on behalf of whānau hapū and or iwi.
- Develop and/or lead initiatives to whakamana mana mokopuna to learn and grow as a valued member of the whānau, hapū, iwi and hapori.
- Develop and/or lead innovative ideas for the resurgence and retention of te reo Māori amongst whānau, hapū, iwi and hapori.
- Lead and manage projects that build the capacity and capabilities base of whānau, hapū and/or iwi to govern over their asset base.

Qualification Specifications/ Ngā tauwhāititanga o te tohu

Qualification Award/ Te whakawhiwhinga o te tohu	This qualification may be awarded by an organisation with an approved programme of study or industry training. If the education organisation has been awarded the Mātauranga Māori Quality (MMQ) Mark for a programme leading to this qualification, the certificate will also display the MMQ Mark.
Evidence requirements for assuring consistency/ Ngā taunaki hei whakaū i te tauritenga	All tertiary education organisations (TEOs) accredited to deliver a programme leading to the award of this qualification are required to participate in consistency reviews. Programme providers at The Māori Worldview in Early Learning consistency reviews must provide relevant evidence of their graduates meeting the graduate outcomes. Programme providers should also be able to justify the nature, quality and integrity of the supporting evidence. Evidence of the following may include: <ul style="list-style-type: none">• Effective internal and external moderation processes, including internal moderation results relating to graduate outcomes• Feedback and actions taken by the education organisation in response to feedback and must include feedback from graduates, current students, tutors/assessors, and graduate destinations (such as employers, next programme provider, the community/other stakeholders).• Portfolios of work.

	<ul style="list-style-type: none"> • Samples of assessment materials. • Samples of learner work. • Programme completion data and course results. • Moderation outcomes which may include moderation/benchmarking across common programmes. • Relevant external evaluation and review data where applicable. • Employer surveys. • Graduate surveys. • Whānau, hapū, iwi, hapori surveys. • Programme evaluation reports • Benchmarking with other providers • Site visit reports • Other relevant and reliable evidence
<p>Minimum standard of achievement and standards for grade endorsements/ Te pae o raro e tutuki ai, ngā paerewa hoki hei whakaatu i te taumata o te whakatutukinga</p>	<p>Achieved</p>
<p>Other requirements for the qualification (including regulatory body or legislative requirements)/ Ko ētahi atu here o te tohu (tae atu hoki ki ngā here ā-hinonga whakamarumarū, ki ngā here ā-ture rānei)</p>	<p>Māori Qualifications Services recognises the importance and value of prior learning achieved within both formal and informal settings.</p> <p>Processes may include:</p> <ul style="list-style-type: none"> – recognition for people who have worked in Māori heritage settings for a period of time, or who have mātauranga Māori knowledge and skills, and have not had any formal recognition of their skills; – assisting people to upgrade previously gained qualifications; – credit for learning achieved in previously gained qualifications that aligns with outcomes in this qualification. <p>To facilitate credit transfer, education organisations must clearly demonstrate the equivalency or comparability between each of the outcomes in the graduate profile, and the assessment components of their programmes.</p> <p>Education organisations must have policies and procedures in place for managing credit transfer and assessing recognition of prior learning and recognition of current competency. These policies and procedures, and associated fees must be available to candidates prior to enrolment.</p> <p>Credit transfer into an approved Level 7 Initial Teacher Education programme must meet the requirements and have the approval of both the Education Council of Aotearoa New Zealand and NZQA and must be considered as part of a coherent body of knowledge.</p> <p>Assessment standards already achieved by the candidate, which are specified in this qualification, may be credited to the qualification.</p> <p>Academic</p>

	<p>Learners enrolling are expected to have a minimum of 4 years secondary schooling (final year equivalent to Year 12), relevant NCEA credits at Level 2, and show potential to study at Level 6 with adequate literacy and numeracy skills.</p> <p>Alternatively, learners enrolling, are recommended to hold one of the following qualifications, or equivalent knowledge, skills and experience.</p> <ul style="list-style-type: none"> - Te Puāwaitanga o Te Mokopuna (Kaupae 4) [Ref: 2856] - Te Tipuranga o Te Mokopuna (Kaupae 5) [Ref: 2857] <p>Applicants over 20 years of age who do not meet the above criteria need to show evidence of potential to study at tertiary Level 5.</p> <p>Te Reo Māori Proficiency</p> <p>NZQF Level 4 or 5 proficiency for Te Reo Māori or equivalent is required for this qualification.</p> <p>Safety checks</p> <p>Completion of this qualification requires practical experience within an early childhood setting. These placements will require the candidate to pass a safety check consistent with the requirements of the Vulnerable Children Act 2014.</p> <p>For more information on the Vulnerable Children Act 2014, safety checking regulations and guidelines see http://childrensactionplan.govt.nz/.</p>
<p>General conditions for programme/ Ngā tikanga whānui o te hōtaka</p>	<p>Practical experience is an essential component of programmes leading to the award of this qualification and programmes should include learners completing a minimum of 120 hours supervised practice in an immersion or bilingual ECE setting, that allows for continuity of practice with children either through practicum, placements or employment (paid or voluntary). This may involve placements in more than one immersion or bilingual ECE setting.</p> <p>These hours may be completed throughout the duration of the qualification through regular placements or in 'blocks' of time. E.g. four weeks at 30 hours per week in a practicum placement. Where this qualification leads to, or forms part of, a recognised level 7 teaching qualification, the professional experience/practicum elements would need to meet the Education Council of Aotearoa New Zealand requirements for initial teacher education programmes.</p> <p>Programmes need to provide evidence of opportunities to learn about and work with mokopuna from birth to 5 years of age and with their whānau.</p> <p>Programmes may be designed to meet the practicing requirements of kaiako and kaiāwhina working in a</p>

particular sector e.g. Te Kōhanga Reo, Puna Reo, Home-based, Playcentre, Bilingual ECE services.

For the purposes of this qualification, the following definitions are provided:

- Supervision – the learner will have a suitably qualified/experienced supervising/supporting mentor/kaumātua who will assess the student’s practice against requirements.
- Requirements – specific assignment tasks, competencies and responsibilities should be evident in the learners’ practice. These should be cumulative over the course of the qualification.
- ECE Immersion or bilingual setting – this must be an early childhood education (ECE) or service which may include a centre-based service, parent / whānau-led service, hospital-based service, home-based service, certificated playgroup such as a Puna Reo, Licensed Exempt Kōhanga Reo or culturally based environment that are bilingual or Māori Medium Education setting. The home-based service may be the child’s own home, or the home of the educator.

Completion of a comprehensive First Aid course, offered by an approved provider, is recommended. This may be a requirement for licensing for some types of ECE service e.g. Home-based, Te Kōhanga Reo.

The Education Council of Aotearoa New Zealand and NZQA have specific requirements for initial teacher education programmes at Level 7, which Level 5 and 6 qualifications would need to match to enable consideration for credit recognition. Progressions should be clearly considered in the programme design; along with any restrictions on portability of learning being explicitly outlined.

Programmes may be designed to meet the practicing requirements of educators working in a particular sector e.g. Home-based, Te Kōhanga Reo.

Programmes must consider relevant ECE codes of ethics in accordance with tikanga Māori.

This kaupapa also relates to kaitiakitanga, whanaungatanga and manaakitanga, as expressed in Te Hono o te Kahurangi.

Conditions relating to the Graduate Profile /Ngā tikanga e hāngai ana ki nga hua o te tohu

Qualification outcomes/ Ngā hua		Credits/Ngā whiwhinga	Conditions/Ngā tikanga
1.	Manage and lead the development of te reo and tikanga growth strategies to support mokopuna in own and other environments as an expression of mana reo	25 Credits	Please refer to https://www.nzqa.govt.nz/maori-and-pasifika/field-maori-programme-development-support/early-learning-matauranga-maori/ for programme content guidance
2.	Lead operational aspects in reo immersion or bi-lingual environments to support mokopuna, whānau and kaimahi as an expression of whakamana and te tika me te pono.	25 Credits	
3.	Critically analyse and evaluate the effectiveness of programme activities in developing and sustaining the cultural values and beliefs of the whānau and mokopuna as an expression of rangatiratanga.	25 Credits	
4.	Lead and manage effective relationships that supports the learning and the development of mokopuna, whānau and kaimahi as an expression of kotahitanga and whanaungatanga.	20 Credits	
5.	Lead and model curriculum strategies that supports and guides the development and growth of mokopuna as an expression of manaakitanga rangatiratanga.	25 Credits	

Transition information/ He kōrero whakawhiti

Replacement information/ He kōrero mō te whakakapi	
Additional transition information/ Ko ētahi atu kōrero mō te whakakapi	<p>Version information</p> <p>Version 2 of this qualification was published in December 2019 following a scheduled review.</p> <p>Transition information</p> <p>The last date of assessment for version 2 of this qualification is 31 December 2023.</p> <p>It is not intended that anyone be disadvantaged by this review. Anyone who feels they have been disadvantaged can appeal to NZQA Māori Qualification Services at:</p> <p>PO Box 160, Wellington 6140 Telephone: 04 463 3000 Email: mqs@nzqa.govt.nz Website: https://www.nzqa.govt.nz/</p>