

Te Hono o te Kahurangi: Qualification details

Ingoa/Title	Te Pōkairua Reo Māori (Kaupae 5)		
Putanga/Version	1	Te momo Tohu/Qualification type	Pōkairua/Diploma
Kaupae/Level	5	Whiwhinga/Credits	120
NZSCED	091502	Society and Culture >Language and Literature > Te Reo Māori	
DAS classification	271	Māori >Reo Māori	
Qualification developer	Māori Qualifications Services and Te Whare Wānanga o Awanuiarangi		
Next review	Hakihea 2020		
Approval date	Rr Mmmm TTTT		
Te Tirohanga Whānui /Strategic purpose statement	<p>He tohu Reo Māori tēnei mō te hunga e mōhio pai ana ki te whakaputa kōrero, te whakawhitiwhiti kōrero rānei ā-waha, ā-tuhi hoki mō ngā kaupapa e taunga ana e rātou, mō ngā kaupapa anō hoki e tauhou tonu ana ki a rātou. He tohu anō hoki tēnei mō te hunga e awhero nui ana kia matua tautoko i te whakawhānaketanga o tō tātou reo, e ngākaunui ana hoki ki te reo Māori hei reo mōna ki te kainga, ki te wāhi mahi rānei. I tua atu i te whai i ngā tini āhuatanga o te reo, ka mau hoki ngā lhuputa i ngā pukenga rangahau mā te āta ketuketu i tētahi kaupapa e kaingākauria ana.</p> <p>Ka whai atu tēnei tohu i <i>Te Pōkaitahi Reo Māori (Rumaki) (Kaupae 4)</i>, <i>Te Pōkaitahi Reo Māori (Rumaki) (Kaupae 5)</i> rānei, ā, he huarahi anō tēnei mō te te hunga e rapu tonu ana i te reo Māori me ōna tikanga.</p> <p>He huarahi pai anō tēnei tohu mō ngā ākonga kua riro kē i Te Reo Māori NCEA, Kaupae 3.</p> <p>Ka whai hua a Aotearoa whānui i ngā lhuputa e taea ana te tū motuhake ki te whakawhitiwhiti whakaaro, kōrero anō hoki mō ngā kaupapa huhua o te ao torotoro me te ao whānui i roto i ngā horopaki e taunga ana ia, i ngā horopaki o te ao torotoro anō hoki; e taea ana anō hoki te rangahau i ngā kaupapa whakatairanga i te reo Māori - kia puta ko te reo kia tika, ko te reo kia rere, ko te reo kia Māori.</p> <p>Mā ngā hua ka puta i tēnei tohu ka kite</p>		<p>This qualification is intended for emerging speakers of te reo Māori who who have an advanced understanding, and ability in the use of, te reo Māori. It is also intended for those who have a desire to contribute positively to the development of, or have a personal and/or professional interest in, te reo Māori. In addition to the acquisition of te reo Māori, Graduates will have developed theoretical and technical knowledge and skills in te reo Māori and research through the study of a topic of interest.</p> <p>This qualification follows on from <i>Te Pōkaitahi Reo Māori (Rumaki) (Kaupae 4)</i>, or <i>Te Pōkaitahi Reo Māori (Rumaki) (Kaupae 5)</i>, and provides a pathway for those seeking to improve or further develop their proficiency in te reo Māori and its associated protocols. It is also a pathway suitable for graduates of Te Reo Māori at NCEA Level 3.</p> <p>Aotearoa needs, and will benefit from, graduates who communicate independently in te reo Māori and express ideas and theories in a wide range of familiar and some less familiar situations with fluency and flexibility; and who are able to research te reo Māori related topics.</p> <p>This qualification allows whānau, communities, employers and</p>

	ngā hapori, ngā kaituku mahi, me ngā whare wānanga i te taumata o te reo o te Ihuputa.	educational institutions to recognise the level at which the graduate can use te reo Māori.
Ngā Mātāpono/ Guiding principles	<p>Mana Tangata <i>Kia whakatairanga te pitomata o te tangata me ōna tātai pūmanawa ki te reo me ngā tikanga i roto i ōna ao mōhio o mua, o nāianeī, mō āpōpō hoki.</i></p> <p>This mātāpono acknowledges the potential of each learner that acknowledges one's inherent talents to learn. The Mana Tangata principle acknowledges that each learner has potential to learn, to grow, to develop, and to advance one's learning, understanding, and practice of te reo Māori me ngā tikanga.</p>	
	<p>Mana Whenua <i>Taketake nō tēnei whenua te tangata Māori, tōna reo, me āna tikanga, nō reira ka pūmautia te tūrangawaewae me te rangatiranga o te tangata ki tōna whenua, ki tōna taiao o mua, o nāianeī, mō āpōpō hoki.</i></p> <p>This mātāpono promotes the importance of location and the local environment – the places, the people, the stories, the sayings, the dialectal variations, and so on.</p>	
	<p>Mana Reo <i>Kia marama pū ki te pūtake, te whānui, te hōhonu, te tiketike o te reo me ngā tikanga o te tangata i roto i ngā ao mōhio o mua, o nāianeī, mō āpōpō hoki ā, kia tangata whenua ai te reo.</i></p> <p>This mātāpono encourages each learner to acquire, grow, develop, and use multiple reo Māori and tikanga literacies accurately and competently in settings that include cultural, intellectual, social, emotional, digital environs, second language acquisition theories, and pedagogy.</p>	
	<p>Mana Ao Tūroa <i>Te ngoi me te korou e tūhononhono ana, e whakaihiihi ana i ngā mea katoa o te ao kikokiko nei, he kawenga hoki i te mana o te tangata, o te mea rānei i te ao o mua, o nāianeī, mō āpōpō hoki.</i></p> <p>Mana Ao Tūroa refers to the acquisition of proficiency and ultimately excellence as a practitioner of te reo Māori and tikanga and its application in a chosen field of endeavour as it is expressed in the natural world.</p>	
	<p>Ngā Taumata o Te Reo reflect the different stages of learning te reo, and are modelled on the Poutama concept of progressive learning. Ngā Taumata o te Reo also meet with the wider aspirations of whānau, hapū, iwi for Te Reo Māori.</p>	

Qualification outcome statements

Te āhua o te Ihuputa/Graduate profile	<p><i>Ka tika, ka rere, ka Māori te reo o te Ihuputa mā te whai i ngā tikanga me te:</i></p> <p>whakatairanga i te mana tangata mā te whakapakari i ōna pūkenga me ōna tātai pūmanawa kia eke tōna reo ake ki te taumata e taea ai te tū motuhake ki te whakapuaki kōrero ahakoa te kaupapa; me te aro atu ki te mana o tangata kē atu i a ia e wānanga ana i ngā kaupapa;</p> <p>whakaatu i te mana whenua mā te tū motuhake ki te whakaputa i te reo me ngā kōrero hōhonu mō te whenua, te Taiao, me tōna hangai ki te ao whānui anō hoki; ki te wānanga i ngā wāhi, ngā tāngata, ngā kōrero, ngā whakatauki, me ngā hitori;</p>	<p><i>Graduates of this qualification will be able to demonstrate te reo kia tika, kia rere, kia Māori through their ability to:</i></p> <p>develop skills, knowledge, and innate abilities to express mana tangata and use te reo Māori vocabulary, grammatical structures, and technical skills at an advanced level; to be able to undertake an analysis of alternative perspective;</p> <p>use advanced language and expressions in te reo Māori to demonstrate mana whenua and show a broad understanding of their connections to the land and the environment - prominent places, people, histories and stories, and local proverbs and colloquial sayings;</p>
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<p>Te āhua o te Ihuputa/Graduate profile</p>	<p>whakaatu i te mana reo mā te whakapakari i tōna mōhio ki ngā tikanga o te reo me ōna āhuatanga whānui, ki te wānanga kia auaha te reo; kia tū motuhake ki te tauwhāiti i tōna kaupapa me āna mahi whakatairanga i te reo kia puawai;</p> <p>whakaatu i te mana ao tūroa mā te whakamahi i ngā tikanga o te ao Māori kia motuhake tōna tū hei whakahaere kaupapa me te ārahi tangata i roto i ētahi horopaki kua tohua me ētahi āhuatanga tauhou;</p> <p>whakamahi i ngā pūkenga rapu mātauranga kia motuhake tōna tū ki te rangahau i tētahi kaupapa e pā ana ki te reo Māori.</p>	<p>apply advanced-level reo Māori and technical skills to express mana reo and use te reo Māori creatively with detail in familiar and some unfamiliar contexts;</p> <p>express mana ao turoa through the observance of Tikanga Māori to independently lead tasks and guide people in a range of prescribed, and some unfamiliar, contexts;</p> <p>use broad theoretical and technical knowledge to research a topic of interest relating to Te Reo Māori, ōna tikanga me ōna ahuatanga.</p>
<p>Ko Ngā huarahi mātauranga /Education pathway</p>	<p>He tīmatanga tēnei Tohu mō te hunga e kaingākau ana ki te reo Māori, ā, he huarahi anō hoki tēnei mō te hunga e hiahia ana ki te whakapakari ake i tō rātou reo.</p> <p>Ka taea e ngā Ihuputa te whai atu i:</p> <ul style="list-style-type: none"> • Te Pōkaitahi Reo Māori (Kaupae 6) • Te Pōkairua Reo Māori (Kaupae 6) • Te Pōkaitahi Tikanga Māori (Kaupae 6) • Te Pōkairua Tikanga Māori (Kaupae 6) 	<p>The qualification provides a pathway for those seeking to improve or further develop their knowledge and skills in te reo Māori.</p> <p>Graduates may progress to:</p> <ul style="list-style-type: none"> • Te Pōkaitahi Reo Māori (Kaupae 6) • Te Pōkairua Reo Māori (Kaupae 6) • Te Pōkaitahi Tikanga Māori (Kaupae 6) • Te Pōkairua Tikanga Māori (Kaupae 6)

<p>Ko ngā huarahi mahi /Employment pathway</p>	<p>Mā te tohu nei ka taea e te Ihuputa te āta poipoi, te whakangungu, me te whakamahi i ōna pukenga reo Māori ki roto i ngā momo mahi, i ngā tūnga rānei, kei waenganui i te whānau, i te hapū, i te iwi, i te hapori rānei.</p> <p>Ka taea e te Ihuputa te whakamahi i tōna reo me ōna pūkenga, ahakoa tōna tīmatanga noa iho, ki roto i te whānui o ngā momo tūnga o te Kāwanatanga, o te Wāhanga Mahi Motuhake ranei.</p> <p>Mā te whakamahi i ōna pukenga, i ōna mōhiotanga anō hoki, ka taea e te Ihuputa te tautoko i te oranga tonutanga me te whakatairangatanga o te reo Māori kei waenganui i te whānau, te hapū, te iwi, me te hapori.</p>	<p>Graduates of this certificate will have the skills and knowledge to participate in the maintenance and promotion of te reo Māori amongst whānau, hapū, iwi, and community.</p> <p>They will have an advanced understanding and awareness of te reo Māori that can be utilised to support and complement current skills and knowledge in the Graduate's area of employment, or in other roles both paid and unpaid in the following areas:</p> <ul style="list-style-type: none"> • Education Teachers– general and reo Māori; Kaiawhina, kaiarahi i te reo. • Kohanga Reo – kaiako, kaiawhina • Administrative roles • Public Servants • Policy Analysts • Health workers • The Arts • Tourism • Hospitality • Sports • Government Departments • Politics – Hospital Boards, Regional Boards, Local Council, Parliament. • Museums • Foreign Embassys <p>With a growing iwi focus on language revitalisation activity, graduates will be able to contribute to whānau, hapū, iwi, and hapori Māori in the following ways:</p> <ul style="list-style-type: none"> • preparing the whare and/or marae for hui, • support kaiwaiata on the pae, or at other hui, • working on the marae, or at other hui, in the kitchen and dining room; • dedicated and committed speakers of (advanced level) te reo Māori in homes within whānau and communities; • role-model in the use of te reo Māori amongst whānau and hapū in a range of familiar and some unfamiliar settings; • providing support in normalising Māori language use within and between generations of reo Māori speakers.
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Qualification specifications

<p>Qualification award</p>	<p>This qualification will be awarded to people who have met the requirements of the graduate outcomes.</p> <p>Awarding bodies for this qualification will be any education organisation accredited under section 38 of the Education Amendment Act 2011 to deliver a programme leading to the qualification.</p> <p>The certificate will display the NZQF logo and the name and logo of the Tertiary Education Organisation offering the training leading to the award of the qualification, the full qualification title, NZQA reference number, and the date of award of the</p>
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	<p>qualification.</p> <p>If the TEO has been awarded the MMEQA Qual Mark for a programme of study leading to this qualification, the certificate will also display the <i>Mātauranga Māori Quality Assurance Mark</i>.</p>
<p>Evidence requirements for assuring consistency</p>	<p>The process for ensuring consistency of <i>Te Reo Māori</i> graduate profiles will be evidence-based, outcomes-focussed, and grounded in the MM EQA kaupapa Māori principles: Te Reo Māori, Tikanga, Whanaungatanga, Manaakitanga, Pukengatanga, Kaitiakitanga, Rangatiratanga, Tūrangawaewae.</p> <p><i>Evidence for consistency</i></p> <p>Each education organisation is responsible for preparing a summary self-assessment report which uses evidence to demonstrate how well its graduates meet the graduate profile outcomes at the appropriate threshold. Each education organisation decides what specific evidence it will provide.</p> <p>Evidence of the following must be provided for <i>Te Reo Māori</i> qualification consistency reviews:</p> <ul style="list-style-type: none"> • assessment information leading to the achievement of the graduate outcomes • a portfolio of student work relating to the qualification and the annual review focus requirements • graduate and/or stakeholder/end-user feedback on outcome achievement • TEO moderation outcomes which may include moderation/benchmarking across common programmes • relevant External Evaluation and Review (EER) data. • Whānau, hapū, iwi, and/or hāpori surveys and or feedback <p>Evidence of the following may be provided for the consistency reviews:</p> <ul style="list-style-type: none"> • <i>Te Reo Māori</i> programme evaluation reports • Site visit reports • Employer surveys • Graduate surveys • Benchmarking with other providers • Other relevant and reliable evidence.
<p>Credit transfer and recognition of prior learning arrangements</p>	<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>Assessment standards already achieved by the candidate, which are specified in this qualification, may be credited to the qualification.</p>
<p>Minimum standard of achievement and standards for grade endorsements</p>	<p>The minimum standard of achievement required for award of the qualification will be the achievement of all of the outcomes in the graduate profile through successful completion of an NZQA approved programme.</p>
<p>Entry requirements (including prerequisites to meet regulatory body or legislative requirements)</p>	<p>There are no mandatory prerequisites to meet regulatory body, or legislative requirements for this qualification.</p>

Qualification conditions

Overarching conditions relating to the qualification

Conditions for programme structure	<p>All programmes leading to a qualification approved under <i>Te Hono o te Kahurangi</i> and listed on the NZQF, will be assessed under <i>Mātauranga Māori Evaluative Quality Assurance</i> (Programmes of Study).</p> <p>It is expected that te reo and tikanga Māori will be embedded in all programmes leading to a qualification that is approved by Te Hono o te Kahurangi. The context for the delivery of programmes leading to the award of this qualification actively supports Māori preferred ways of teaching, learning, learning support, and pastoral care.</p> <p>Optional Assessment Standards which are available to support the development of Programmes, and used to assess against the outcomes of this qualification can be accessed on the following page of the NZQA website:</p> <p>http://www.nzqa.govt.nz/maori/field-maori-programme-development-support/</p>
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<p>Conditions for programme context</p>	<p>The programme has in place appropriate mechanisms/protocols, to ensure that whānau and/or hapū and/or iwi and/or hāpori are engaged, involved and consulted.</p> <p>Mechanisms/protocols may include, but are not limited to:</p> <ul style="list-style-type: none"> • Relationship strategy and supporting operational policies and requirements in place • Designated Māori relationship role/position • Provisions for Kaumātua or whānau, hapū or iwi knowledge holders acting in an advisory capacity <p>Ngā Mātāpono provide guidance for Providers designing programmes that staircase the learning of all students</p> <p>Each of the mātāpono focuses on different aspects of the journey of learning and development undertaken by the ākonga in their pursuit of competency in Te Reo Māori, and within the wider concept of Te Reo Māori me ngā Tikanga Māori. Therefore these principles are predicated on a Māori world view and are contextualised through the applied practice of Te Reo me ngā Tikanga Māori.</p> <p>The Mātāpono are broad principles that ease their implementation and incorporation into the qualifications and subsequent programmes developed by Education Organisations. They are all-encompassing and support intellectual creativity and flexibility. Further, the four Mātāpono acknowledge people and place, enhance the use and recognition of te reo Māori, and recognise the value of the Reo Māori qualifications.</p> <p>i. Mana Tangata: Kia puāwai te pitomata: the potential of each learner that acknowledges one's inherent talents to learn. The Mana Tangata principle acknowledges that each learner has potential to learn, to grow, to develop, and to advance one's learning, understanding, and practice of te reo Māori me ngā tikanga. There is potential within each ākonga to:</p> <ul style="list-style-type: none"> • Identify, explore and develop one's natural talents • Increase confidence, proficiency and competence in the use of reo Māori and ngā tikanga • Learn and understand the relevance of reo Māori and ngā tikanga in one's life and activities. <p>Mana Tangata explores and develops one's cultural identity and authority but is not limited to:</p> <ul style="list-style-type: none"> • Manaakitanga (reciprocity of kindness, respect, humanity) • Kaitiakitanga (guardianship, preservation) • Whanaungatanga (relationships, engagement) • Whakapapa (cultural discourse) • Mauri Ora (health, well-being – hauora, waiora) • Mātauranga (knowledge) <p>ii. Mana Whenua: Tūrangawaewae: the acknowledgement and affirmation that the learner has a reciprocal connection and duty to the care, maintenance, and preservation of the environment and natural resources. The Mana Whenua principle requires each learner to reaffirm their connectedness to Ranginui, Papatūānuku me ngā atua Māori through studies of te reo Māori, tikanga Māori, and the Māori world view. The Mana Whenua principle also promotes the importance of location and the local environment – the places, the people, the stories, the sayings, the dialectal variations, and so on.</p> <p>Mana Whenua examines inter-relationships of people, time, and place that may include but is not limited to:</p> <ul style="list-style-type: none"> • Whakapapa (cultural identity, legacy, aspirations, discourse) • Kaitiakitanga (duty of care, guardianship, preservation) • Manaakitanga (respect, hospitality, humanity) • Rangatiratanga (leadership, stewardship) • Auahatanga (innovation, enterprise) <p>iii. Mana Reo: Kia tangata whenua ai te reo: the confidence and proficiency of each learner to effectively use te reo in a range of settings and contexts. The Mana Reo principle encourages each learner to acquire, grow, develop, and use multiple reo Māori and tikanga literacies accurately and competently in settings that include cultural, intellectual, social, emotional, digital environs, second language acquisition theories, and pedagogy.</p>
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Mana Reo develops confidence, competence, and fluency in all aspects of te reo Māori and tikanga learning: This may include but is not limited to:

- critical inquiry into political, social, historical, and economic issues associated with te reo Māori
- research and analysis that builds understanding and appreciation of tikanga Māori
- place and value accorded to te reo Māori and tikanga by central and local government agencies, by whānau, hapū, iwi, hāpori, by rūnanga ā-iwi, marae, and in reo Māori homes and places of work
- cultural identity and legacy – proverbs, colloquialisms, dialects, lexicon
- challenges and opportunities to maintain te mana reo and tikanga by Māori, for Māori, in Māori, and for the benefit of all New Zealanders.

iv. Mana Ao Tūroa:

Mana Ao Tūroa refers to the acquisition of proficiency and ultimately excellence as a practitioner of te reo Māori and tikanga and its application in a chosen field of endeavour as it is expressed in the natural world. The Mana Ao Tūroa principle will focus on the required skills of the field in their performance and the required knowledge of the field in its application. Mana Ao Tūroa complements and supports the other principles by providing opportunities for students to practise tikanga by combining the skills and knowledge they have learnt and showcasing them in the manner that they normally manifest in the modern world. The Mana Ao Tūroa principle will contribute the most to transformation at each level with their respective requirements of skills performance and knowledge application. Such transformation will be evident as student's transition from learner to practitioner, from follower to leader, from the emerging light to enlightenment.

“Mai te Pia ki te Taurira, mai te Hāpai ō ki te Amorangi,
Mai te Wheiao ki te Ao Mārama”

Mana Ao Tūroa builds capacity to effectively and appropriately use skill, knowledge, and te reo Māori in accordance with tikanga ā-whānau, ā-hapū, ā-iwi, ā-rōpū, ā-kura, aha atu, aha atu that may include but is not limited to:

- Huihuinga (encounters of and with people)
- Kaupapa (purpose, endeavour, philosophy)
- Wero (challenge, dispute, attitudes, opinions)
- Whakataua (resolution, problem solving, authorisation)
- Mate atu he tikanga, ora ake he tikanga (adaptive practice, circumstances)

Ngā Taumata o Te Reo

Te reo kia tika, Te reo kia rere, Te reo kia Māori should be achieved by students studying te reo Māori and tikanga Māori *at each level*, and this whakaaro should be woven into programmes leading to Te Reo Māori qualifications at *all* levels.

Te Reo kia Māori.

Increased use and application of te reo Māori.

Te Reo kia Rere...

Use of te reo Māori in context

Te Reo kia Tika...

Acquisition of te reo Māori

It is recommended that Programme Developers and Teachers follow the orthographic conventions for te reo Māori, as set by Te Taura Whiri i Te Reo Māori in *Te Taura Whiri i te Reo Māori Guidelines for Māori Language Orthography*:

http://www.tetaurawhiri.govt.nz/english/pub_e/downloads/Guidelines_for_Maori_Language_Orthography.pdf

Te Taumata Tikanga

Te Tikanga – Kia Tika, Kia Rere, Kia Māori!

Te Taumata Tikanga should be achieved by students studying a tikanga practice at each level and this whakaaro should be woven into programmes leading to qualifications at all levels.

Kia Tika alludes to the notion that tikanga in practice is contextual and may manifest in different ways at different times in different contextual applications. Each of these ways is correct in its appropriate context and should be applied as such.

Kia Rere alludes to the notion that tikanga in practice is most important in its application and gives guidance to practitioners that allows them to pursue success in their endeavour within the parameters of their practice.

Kia Māori alludes to the notion that tikanga in practice is predicated on a foundation of understanding sourced from a Māori world view. This worldview contributes universal principles that are widely applicable in general and specifically applicable in context.

Specific conditions relating to the Graduate profile

Qualification outcomes <i>Ka taea e te Ihuputa te whakamahi tōna reo kia tika, kia rere, kia Māori mā te:</i>	Programme Guidance/Conditions <i>Programmes should include the following key focus areas of each outcome:</i>	
<p>Whakatairanga i te mana tangata mā te whakapakari i ōna pūkenga me ōna tātai pūmanawa kia eke tōna reo ake ki te taumata e taea ai te tū motuhake ki te whakapuaki kōrero ahakoa te kaupapa; me te aro atu ki te mana o tangata kē atu i a ia e wānanga ana i ngā kaupapa.</p> <p><i>(25 whiwhinga)</i></p>	<p>Kōrero:</p> <ul style="list-style-type: none"> • āta whakapuaki i ōna whakaaro kia rere noa ngā kōrero mō te whānui o ngā kaupapa o te ao torotoro, o te ao whānui anō hoki; • whakarerekē āna kōrero kia whai māramatanga te hunga e whakarongo ana; • whakamahi i ngā pūkenga me te reo e tika ana, ki te whakarite kōrerorero mō te maha o ngā kaupapa ōpaki, ōkawa anō hoki; • whakapuaki i te reo tika, i te reo tāuhu rānei hei whakaatu i tōna tohungatanga ki tētahi āhuatanga, mahi, akoranga ranei; • mau ki te rere, ki te mita, ki ngā ariā, ki ngā kupu me te takoto o te reo ā-whānau, ā-hapū, ā-iwi, ā-hapori hoki. <p>Pānui:</p> <ul style="list-style-type: none"> • pānui kia mātau ki te whānui o ngā tuhinga matatini mō ngā kaupapa o te ao torotoro; • mātai i ngā tuhinga matatini mo ngā kaupapa e whai pānga ana ki a ia kia rapu ai i ngā kōrero taipitopito e hāngai pū ana ki te kaupapa kua whakaritea; • whakarāpopoto me te whakahiato i te whānui o ngā tuhinga matatini e tutuki ai te kaupapa. <p>Tuhituhi:</p> <ul style="list-style-type: none"> • āta whārikihia kia mārama kehokeho ngā whakaaro, kia kite anō ai hoki i ngā taipitopito o te reo mō te whānui o ngā kaupapa e whai pānga ana ki a ia; • whakatakoto whakaaro, whanake tautohe anō hoki, hei whakaatu i ngā kaupapa matua, hei taunaki, hei whakaū anō hoki i ōna ake whakaaro; • whakamahi i te whānui o ngā momo reo, i ngā momo tuhinga anō hoki kia whakaputa whakaaro mō te maha o ngā kaupapa, me te whakatikatika i āna ake mahi; • tuhi kia tika te nuinga o ngā whakatakotoranga o te reo 	<p>Speaking:</p> <ul style="list-style-type: none"> • speak with fluency and spontaneity to communicate information, ideas and thoughts on a wide range of familiar and unfamiliar topics; • reformulate ideas in different ways to ensure understanding; • use appropriate skills and language to manage interactions in a wide range of formal and informal settings; • use te reo to demonstrate broad operational or technical or theoretical knowledge within a specific field of work or study; • acknowledge the rhythm, intonation, pronunciation, vocabulary, and sentence structures of the local hapū, iwi/Māori community. <p>Reading:</p> <ul style="list-style-type: none"> • read a wide range of comprehensive texts to gain understanding of familiar and unfamiliar topics; • scan through long and complex texts on topic of interest to locate relevant detail; • summarise and synthesise information across a wide range of complex texts for a specific purpose. <p>Writing:</p> <ul style="list-style-type: none"> • write clear, detailed text on a variety of subjects related to a field of interest; • present points of view, developing an argument, highlighting the most important points, and supporting reasoning with examples; • use a range of language styles and genres to express theoretical ideas as well as topical subjects, correcting mistakes in the process; • shows a relatively high degree of grammatical control.
<p>Whakaatu i te mana whenua mā te tū motuhake ki te whakaputa i te reo me ngā kōrero hōhonu mō te whenua, te Taiao, me tōna hangai ki te ao whānui anō hoki; ki te wānanga i ngā wāhi, ngā tāngata, ngā kōrero, ngā whakatauki, me ngā hitori.</p> <p><i>(25 whiwhinga)</i></p>		
<p>Whakaatu i te mana reo mā te whakapakari i tōna mōhio ki ngā tikanga o te reo me ōna āhuatanga whānui, ki te wānanga kia auaha te reo; kia tū motuhake ki te tauwhāiti i tōna kaupapa me āna mahi whakatairanga i te reo kia puawai.</p> <p><i>(25 whiwhinga)</i></p>		
<p>Whakaatu i te mana ao tūroa mā te whakamahi i ngā tikanga o te ao Māori kia motuhake tōna tū hei whakahaere kaupapa me te ārahi tangata i roto i ētahi horopaki kua tohua me ētahi āhuatanga tauhou.</p> <p><i>(25 whiwhinga)</i></p>		

	<p>tuhituhi.</p> <p>Whakarongo:</p> <ul style="list-style-type: none"> whakarongo kia mātau ki ngā taipitopito o ngā kōrero matatini i kōrerohia mō ngā kaupapa o te ao torotoro, o te ao whānui anō hoki; whakarongo kia aro nui, kia mātau anō hoki ki ngā kīrehu me ngā kīwaha. 	<p>Listening:</p> <ul style="list-style-type: none"> understand in detail complex spoken texts on familiar and unfamiliar topics; recognise and understand a range of idiomatic and colloquial expressions.
<p>Whakamahi i ngā pūkenga rapu mātauranga kia motuhake tōna tū ki te rangahau i tētahi kaupapa e pā ana ki te reo Māori.</p> <p>(20 whiwhinga)</p>	<p>Rangahau:</p> <ul style="list-style-type: none"> whai i ngā whanonga pono e pā ana ki te rangahau mātauranga Māori; whai i ngā āhuatanga mahi e pā ana ki te rangahau mātauranga Māori; tātari me te arotake i ngā āhuatanga mahi whakarite rangahau mātauranga Māori, kaupapa Māori rānei. 	<p>Rangahau:</p> <ul style="list-style-type: none"> understand methods for selecting kaupapa Maori research topics; understand ethics in kaupapa Maori research; describe and critique methodologies for conducting kaupapa Maori research.

Transition information

Replacement information	This qualification replaced the National Diploma in Reo Māori (Level 5) [Ref: 1196].
<p>Trainees currently enrolled in programmes leading to the replaced qualification may either complete the requirements as specified below, or transfer their results to this replacement qualification.</p> <p>The last date for entry into programmes leading to the replaced qualification is 31 December 2016. The last date for award of the replaced qualification is 31 December 2018 at which time it will be designated as discontinued.</p> <p>It is the intention of Māori Qualifications Services that no existing trainee should be disadvantaged by these transition arrangements.</p> <p>Any person who considers they have been disadvantaged may appeal to Māori Qualifications Services PO Box 160 WELLINGTON 6015 Telephone (04) 463 3000 Email mqs@nzqa.govt.nz</p>	