

## Te Hono o te Kahurangi: Qualification details

Ingoa/Title	Te Pōkaitahi Reo Māori (Kaupae 5)		
Putanga/Version	1	Te momo Tohu/Qualification type	Pōkaitahi/Certificate
Kaupae/Level	5	Whiwhinga/Credits	60
NZSCED	091502	Society and Culture >Language and Literature > Te Reo Maori	
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		
<b>Te Tirohanga Whānui /Strategic purpose statement</b>	<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.</p> <p>Ka whai atu tēnei tohu i <i>Te Pōkaitahi Reo Māori (Rumaki) (Kaupae 4)</i>, 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 Ihuputa e taea ana te tū motuhake ki te whakawhitiwhiti whakaaro, kōrero anō hoki mō ngā kaupapa huhua o te ao torotoro me te ao whanui i roto i ngā horopaki e taunga ana ia, i ngā horopaki o te ao torotoro anō hoki - 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 ngā hāpori, ngā kaituku mahi, me ngā whare wānanga i te taumata o te reo o te Ihuputa.</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.</p> <p>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 technical knowledge in te reo Māori.</p> <p>This qualification follows on from <i>Te Pōkaitahi Reo Māori (Rumaki) (Kaupae 4)</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.</p> <p>This qualification allows whānau, communities, employers and educational institutions to recognise the level at which the graduate can use te reo Māori.</p>
<b>Ngā Mātāpono/ Guiding principles</b>	<p><b>Mana Tangata</b> <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 nāianei, 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><b>Mana Whenua</b></p>		

	<p><b><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></b></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><b><i>Mana Reo</i></b>  <b><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></b></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><b><i>Mana Ao Tūroa</i></b>  <b><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></b></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><b><i>Ngā Taumata o Te Reo</i></b> 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

<p><b>Te āhua o te Ihuputa/Graduate profile</b></p>	<p><b><i>Ka tika, ka rere, ka Māori te reo o te Ihuputa mā te whai i ngā tikanga me te:</i></b></p> <p>Whakatairanga i te <b>mana tangata</b> mā te whakangungu i ōna pūkenga me ōna tātai pūmanawa kia eke tōna reo ki te taumata e taea ai te tū motuhake ki te kōrero mō ngā kaupapa whānui;</p> <p>whakaatu i te <b>mana whenua</b> mā tōna tū motuhake ki te whakaputa i te reo me ngā kōrero whānui mō te whenua me te Taiao, arā, ko ngā wāhi, ko ngā tāngata, ko ngā kōrero, ngā whakataukī, me ngā whakatauākī; me te ao torotoro anō hoki;</p>	<p><b><i>Graduates of this qualification will be able to demonstrate te reo kia tika, kia rere, kia Māori through their ability to:</i></b></p> <p>develop skills, knowledge, and innate abilities to express <b>mana tangata</b> through the use of te reo Māori vocabulary, grammatical structures, and technical skills at an advanced level in a range of familiar and unfamiliar settings;</p> <p>independently use advanced language and expressions to demonstrate <b>mana whenua</b> 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 in a range of familiar and unfamiliar settings;</p>
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<p><b>Te āhua o te Ihuputa/Graduate profile</b></p>	<p>whakaatu i te <b>mana reo</b> mā tōna whakapakari i tōna mōhio ki ngā whakatakotoranga o te reo, te hanga, te whakamahi, te whakawhitiwhiti kōrero, me te wānanga kia auaha te reo; kia tū motuhake i āna mahi whakanui i te reo kia pūāwai,</p> <p>whakaatu i te <b>mana ao tūroa</b> mā te whakamahi i ngā tikanga o te ao Māori kia motuhake tōna tū hei whakahaere kaupapa i ētahi horopaki o tōna ao me ētahi āhuatanga tauhou ki te tangata kia kore ai e ohore.</p>	<p>express <b>mana reo</b> through the application of advanced-level technical skills, to independently communicate and use te reo Māori creatively in familiar and some unfamiliar contexts, and promote the use and development of te reo Māori;</p> <p>express <b>mana ao tūroa</b> through the observance of tikanga Māori to independently lead tasks familiar, and some unfamiliar, contexts.</p>
<p><b>Ko Ngā huarahi mātauranga /Education pathway</b></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"> <li>• Te Pōkairua Reo Māori (Kaupae 5)</li> <li>• Te Pōkaitahi Reo Māori (Kaupae 6)</li> <li>• Te Pōkairua Reo Māori (Kaupae 6)</li> <li>• Rūmakihia Te Taiao (Kaupae 6) [Ref:2347]</li> <li>• ManuTaiko – Hokā Rangī (Level 6) [Ref:XXXX]</li> </ul>	<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"> <li>• Te Pōkairua Reo Māori (Kaupae 5)</li> <li>• Te Pōkaitahi Reo Māori (Kaupae 6)</li> <li>• Te Pōkairua Reo Māori (Kaupae 6)</li> <li>• Rūmakihia Te Taiao (Kaupae 6) [Ref:2347] (New Zealand Diploma in Māori Environment Management (Level 6))</li> <li>• ManuTaiko – Hokā Rangī (Level 6) [Ref:XXXX]</li> </ul>
<p><b>Ko ngā huarahi mahi /Employment pathway</b></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>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"> <li>• Education Teachers– general and reo Māori; Kaiawhina, kaiarahi i te reo.</li> <li>• Kohanga Reo – kaiako, kaiawhina</li> <li>• Administrative roles</li> <li>• Public Servants</li> <li>• Policy Analysts</li> <li>• Health workers</li> <li>• The Arts</li> <li>• Tourism</li> <li>• Hospitality</li> <li>• Sports</li> <li>• Government Departments</li> <li>• Politics – Hospital Boards, Regional Boards, Local Council, Parliament.</li> <li>• Museums</li> </ul>

	<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 hāpori.</p>	<ul style="list-style-type: none"> <li>• Foreign Embassys</li> </ul> <p>With a growing iwi focus on language revitalisation activity, graduates will be able to contribute to whānau, hapū, iwi, and hāpori Māori in the following ways:</p> <ul style="list-style-type: none"> <li>• preparing the whare and/or marae for hui,</li> <li>• support kaiwaiata on the pae, or at other hui,</li> <li>• working on the marae, or at other hui, in the kitchen and dining room;</li> <li>• dedicated and committed speakers of (advanced level) te reo Māori in homes within whānau and communities;</li> <li>• role-model in the use of te reo Māori amongst whānau and hapū in a range of familiar and some unfamiliar settings;</li> <li>• providing support in normalising Māori language use within and between generations of reo Māori speakers.</li> </ul>
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### Qualification specifications

<p><b>Qualification award</b></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 (TEO) offering the training leading to the award of the qualification, the full qualification title, NZQA reference number, and the date of award of the 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><b>Evidence requirements for assuring consistency</b></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 <b>must</b> be provided for <i>Te Reo Māori</i> qualification consistency reviews:</p> <ul style="list-style-type: none"> <li>• assessment information leading to the achievement of the graduate outcomes</li> <li>• a portfolio of student work relating to the qualification and the annual review focus requirements</li> <li>• graduate and/or stakeholder/end-user feedback on outcome achievement</li> <li>• TEO moderation outcomes which may include moderation/benchmarking</li> </ul>

	<p>across common programmes</p> <ul style="list-style-type: none"> <li>• relevant External Evaluation and Review (EER) data.</li> <li>• Whānau, hapū, iwi, and/or hapori surveys and or feedback</li> </ul> <p>Evidence of the following <b>may</b> be provided for the consistency reviews:</p> <ul style="list-style-type: none"> <li>• <i>Te Reo Māori</i> programme evaluation reports</li> <li>• Site visit reports</li> <li>• Employer surveys</li> <li>• Graduate surveys</li> <li>• Benchmarking with other providers</li> <li>• Other relevant and reliable evidence.</li> </ul>
<b>Credit transfer and recognition of prior learning arrangements</b>	<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>
<b>Minimum standard of achievement and standards for grade endorsements</b>	<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>
<b>Entry requirements (including prerequisites to meet regulatory body or legislative requirements)</b>	<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

<b>Conditions for programme structure</b>	<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><b>Optional Assessment Standards</b> 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><a href="http://www.nzqa.govt.nz/maori/field-maori-programme-development-support/">http://www.nzqa.govt.nz/maori/field-maori-programme-development-support/</a></p>
<b>Conditions for programme context</b>	<p>The programme has in place appropriate mechanisms/protocols, to ensure that whānau and/or hapū and/or iwi and/or hapori are engaged, involved and consulted.</p> <p>Mechanisms/protocols may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Relationship strategy and supporting operational policies and requirements in place</li> <li>• Designated Māori relationship role/position</li> <li>• Provisions for Kaumātua or whānau, hapū or iwi knowledge holders acting in an advisory capacity</li> </ul>

Ngā Mātāpono provide guidance for Providers designing programmes that staircase the learning of all students

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.

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.

#### **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:

- 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.

Mana Tangata explores and develops one's cultural identity and authority but is not limited to:

- Manaakitanga (reciprocity of kindness, respect, humanity)
- Kaitiakitanga (guardianship, preservation)
- Whanaungatanga (relationships, engagement)
- Whakapapa (cultural discourse)
- Mauri Ora (health, well-being – hauora, waiora)
- Mātauranga (knowledge)

#### **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.

Mana Whenua examines inter-relationships of people, time, and place that may include but is not limited to:

- Whakapapa (cultural identity, legacy, aspirations, discourse)
- Kaitiakitanga (duty of care, guardianship, preservation)
- Manaakitanga (respect, hospitality, humanity)
- Rangatiratanga (leadership, stewardship)
- Auahatanga (innovation, enterprise)

#### **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.

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 Tauira, 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)
- Whakatau (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 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](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

<p><b>Qualification outcomes</b> <i>Ka tika, ka rere, ka Māori te reo o te Ihuputa mā te whai i ngā tikanga me te:</i></p>	<p><b>Programme Guidance/Conditions</b> <i>Programmes should include the following key focus areas of each outcome:</i></p>	
<p>Whakatairanga i te <b>mana tangata</b> mā te whakangungu i ōna pūkenga me ōna tātai pūmanawa kia eke tōna reo ki te taumata e taea ai te tū motuhake ki te kōrero mō ngā kaupapa whanui.</p> <p><i>(15 whiwhinga)</i></p>	<p><b>Kōrero:</b></p> <ul style="list-style-type: none"> <li>• āta whakapuaki i ōna whakaaro kia rere noa ai ngā kōrero mō ngā kaupapa o te ao torotoro, o te ao whānui anō hoki;</li> <li>• whakamahi i ngā pukenga me te reo e tika ana mō te whānui o ngā horopaki ōkawa, ōpaki anō hoki;</li> <li>• 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.</li> </ul>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• speak with fluency to communicate information, ideas and thoughts in extended discourse on a range of familiar and unfamiliar topics;</li> <li>• use appropriate skills and language to manage interactions in a range of formal and informal settings;</li> <li>• acknowledge the rhythm, intonation, pronunciation, vocabulary, and sentence structures of the local hapū, iwi/Māori community.</li> </ul>
<p>Whakaatu i te <b>mana whenua</b> mā tōna tū motuhake ki te whakaputa i te reo me ngā kōrero whānui mō te whenua me te Taiao, arā, ko ngā wāhi, ko ngā tāngata, ko ngā kōrero, ngā whakataukī, me ngā whakataukāi; me te ao torotoro anō hoki.</p> <p><i>(15 whiwhinga)</i></p>	<p><b>Pānui:</b></p> <ul style="list-style-type: none"> <li>• pānui kia mātau ki ngā tuhinga matatini mō ngā kaupapa o te ao torotoro;</li> <li>• whakarāpopoto me te whakahiato i ngā momo tuhinga matatini e tutuki ai te kaupapa;</li> <li>• mātai i ngā tuhinga mo ngā kaupapa e whai pānga ana ki a ia mo te rapu i ngā kōrero taipitopito e hāngai ana ki te kaupapa kua whakaritea.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• read comprehensive texts to gain understanding on familiar and unfamiliar topics;</li> <li>• scan through texts on topic of interest to locate relevant detail;</li> <li>• summarise and synthesise information across a range of texts for a specific purpose.</li> </ul>
<p>Whakaatu i te <b>mana reo</b> mā te whakapakari i tōna mōhio ki ngā whakatakatoranga o te reo, te hanga, te whakamahi, te whakawhitiwhiti kōrero, me te wānanga kia auaha te reo; kia tū motuhake i āna mahi whakanui i te reo kia pūāwai.</p> <p><i>(15 whiwhinga)</i></p>	<p><b>Tuhituhi:</b></p> <ul style="list-style-type: none"> <li>• āta whārikihia kia mātau te raupapa i ngā whakaaro o ngā tuhinga roa e hangai pū ana ki te hunga pānui, ki te pūtake hoki o te momo tuhinga;</li> <li>• whakahiato me te aromātai i ngā kōrero huhua me ngā kōrero tautohe a ētahi atu kia tutuki ai te kaupapa;</li> <li>• tuhi kia tika te nuinga o ngā whakatakatoranga o te reo tuhituhi.</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• write extended, crafted, logically structured, coherent texts appropriate to audience and purpose;</li> <li>• synthesise and evaluate information and arguments from a range of sources for a specific purpose;</li> <li>• demonstrate a relatively high degree of grammatical control.</li> </ul>
<p>Whakaatu i te <b>mana ao tūroa</b> mā te whakamahi i ngā tikanga o te ao Māori kia motuhake tōna tū hei whakahaere kaupapa i ētahi horopaki o tōna ao me ētahi āhuatanga tauhou ki te tangata kia kore ai e ohore.</p> <p><i>(15 whiwhinga)</i></p>	<p><b>Whakarongo:</b></p> <ul style="list-style-type: none"> <li>• whakarongo kia mātau ki ngā ariā matua o ngā kōrero matatini i kōrerohia mō ngā kaupapa o te ao torotoro, o te ao whānui anō hoki;</li> </ul>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• understand the main ideas of complex spoken texts on both familiar and unfamiliar topics;</li> <li>• recognise and understand a range of idiomatic and colloquial</li> </ul>

	<ul style="list-style-type: none"> <li>whakarongo kia aro nui, kia mātau anō hoki ki ngā kīrehu me ngā kīwaha.</li> </ul>	expressions.
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## Transition information

<b>Replacement information</b>	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 <a href="mailto:mqs@nzqa.govt.nz">mqs@nzqa.govt.nz</a></p>	