

Te Hono o te Kahurangi: Qualification details

Ingoa/Title	Te Pōkairua Reo Māori (Kaupae 6)		
Putanga/Version	1	Te momo Tohu/Qualification type	Pōkairua/Diploma
Kaupae/Level	6	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 matatau ana ki te korero i te reo Maori. 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 nga pūkenga reo, ka whai kupu ano hoki nga ihuputa mo nga kaupapa motuhake, a, kua marama kehokeho ki nga āhuetanga o te rangahau i nga kaupapa Maori.</p> <p>Ka whai atu tēnei tohu i <i>Te Pōkaitahi Reo Māori (Rumaki) (Kaupae 5)</i>, <i>Te Pōkairua 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. He huarahi pai anō tēnei tohu mō ngā ākongā kua riro kē i Te Reo Rangatira NCEA, Kaupae 3.</p> <p>Ka whai hua a Aotearoa whānui i ngā Ihuputa e matatau ana ki nga āhuetanga katoa o te reo Maori, ara, 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 katoa; 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>Ko tēnei tohu hei kinaki i ētahi atu akoranga huhua, ā, 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 proficient speakers of te reo Māori 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 skills and knowledge of associated lexis in a specialised area. They will also have specialised technical and theoretical knowledge to conduct research.</p> <p>This qualification follows on from <i>Te Pōkairua 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 Rangatira at NCEA Level 3.</p> <p>Aotearoa needs, and will benefit from, graduates who communicate in te reo Māori independently with spontaneity and precision to articulate and critique ideas and theories, and seek information in whānau, marae, professional and/or academic contexts.</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>

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 dialectual 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 pakari ake tōna reo e taea ai e ia te tū tangata 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 tangata ki te whakaputa i te reo me ngā kōrero hōhonu mō tōna whenua, tōna Taiao, me tōna hangai ki te ao whānui anō hoki; ki te wānanga i ngā kōrero hōhonu mo ngā wāhi me ngā tāngata, mo 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 technical skills in te reo Maori at an advanced level to communicate and express ideas across a wide range of contexts; and 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 depth and breadth of understanding of their connections to the land and the environment - prominent places, people, histories, stories, and local proverbs; as well as those from beyond their immediate environs;</p>
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<p>Te āhua o te Ihuputa/Graduate profile</p>	<p>whakaatu i te mana reo mā te mātau ki ngā āhuatanga o te reo, te hanga, te whakamahi, te whakawhiti me te whakaniko kia auaha te reo; ka taea hoki te tū tangata ki te whakaputa i ngā kōrero tauwhāiti ki tōna kaupapa kia tangata whenua te reo;</p> <p>whakaatu i te mana ao tūroa mā te whakamahi i ngā tikanga o te ao Māori kia tū tangata ai hei whakahaere kaupapa me te ārahi tāngata i ngā horopaki whānui me ētahi āhuatanga tauhou;</p> <p>whakamahi i ngā pūkenga rapu mātauranga kia tū tangata ai i tōna rangahau whānui i tētahi kaupapa whakatairanga reo.</p>	<p>apply advanced-level reo Māori and technical skills to express mana reo and communicate confidently in te reo Maori, creatively, and with linguistic embellishments in a wide range of contexts;</p> <p>express mana ao turoa through the observance of Tikanga Māori to independently lead tasks and guide people in a wide range of familiar, and some unfamiliar, contexts;</p> <p>use specialised technical or theoretical knowledge to research a topic of interest relating to and promoting Te Reo Māori, ōna tikanga, me ōna āhuatanga.</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 ngā Tohu Paetahi mō Te Reo Māori, mō ngā kaupapa mātauranga Māori kē atu ranei.</p>	<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 Degree level studies in Te Reo Māori, or other mātauranga Māori related fields.</p>

<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 hāpori 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 hāpori.</p>	<p>Graduates of this diploma 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 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; Kura Kaupapa and wharekura, kaiawhina, kaiarahi i te reo, support workers. • Kohanga Reo – kaiawhina, kaiako • Media – iwi radio announcers • Administrators • Public Servants • Policy Analysts • Health • The Arts – singers, writers, artists, composers. • Tourism – tour guides • 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 hāpori Māori in the following ways:</p> <ul style="list-style-type: none"> • preparation of the whare and/or marae for hui, • lead waiata on the pae, or at other hui, • manaaki manuhiri: working on the marae, or at other hui, in the kitchen and dining room; • active speakers of (advanced level) te reo Māori in homes within whānau and communities; • actively support the use of te reo Māori amongst whānau and hapū in all settings;
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		<ul style="list-style-type: none"> • normalising the use of te reo Maori within and between generations of reo Māori speakers; • Support whanau, hapū, and communities realise their aspirations for the revitalisation of te reo Maori; • Support in the development of language revitalisation plans for whanau, hapū, and iwi. • Contribute to communities and Marae – support waiata, support in the kitchen and dining room. • Dedicated and committed speakers of te reo Māori in homes within whānau and communities.
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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 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>Arrangements for managing 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

	<ul style="list-style-type: none"> • Employer surveys • Graduate surveys • Benchmarking with other providers • Other relevant and reliable evidence.
Credit transfer and recognition of prior learning arrangements	<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>
Minimum standard of achievement and standards for grade endorsements	<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>
Entry requirements (including prerequisites to meet regulatory body or legislative requirements)	<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 (Programmes of Study)</i>.</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>
Conditions for programme context	<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"> • 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>

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, hapori, 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 Tauria, 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 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.

Qualification outcomes	Programme Guidance/Conditions <i>Programmes should include the following key focus areas of each outcome:</i>	
<p><i>Ka taea e te Ihuputa te whakamahi tōna reo kia tika, kia rere, kia Māori mā te:</i></p> <p>Whakatairanga i te mana tangata mā te whakapakari i ōna pūkenga me ōna tātai pūmanawa kia pakari ake tōna reo e taea ai e ia te tū tangata 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"> whakahua tika i te mita o te reo kia āta whakapuaki i ōna whakaaro mō te maha o ngā kaupapa o te ao whānui whakaatu i tōna tohungatanga ki ngā taipitopito o te reo mō te maha o ngā horopaki matatini o te ao whānui āta whakapuaki i te reo tāuhu, i te reo matatini rānei hei whakaatu i tōna tohungatanga ki tētahi āhuatanga, mahi, akoranga rānei 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>Speaking:</p> <ul style="list-style-type: none"> speak with fluency and spontaneity to communicate information, ideas and thoughts to on a wide range of familiar and unfamiliar topics using stress and intonation to convey the finer shades of meaning demonstrate abilities to convey finer shades of meaning in more complex situations demonstrate in te reo technical or theoretical knowledge in a specialised field of work or study acknowledge the rhythm, intonation, pronunciation, vocabulary, and sentence structures of the local hapū, iwi/Māori community.
<p>Whakaatu i te mana whenua mā te tū tangata ki te whakaputa i te reo me ngā kōrero hōhonu mō tōna whenua, tōna Taiao, me tōna hangai ki te ao whānui anō hoki; ki te wānanga i ngā kōrero hōhonu mo ngā wāhi me ngā tāngata, mo ngā whakatauki me ngā hitori.</p> <p><i>(25 whiwhinga)</i></p>	<p>Pānuī:</p> <ul style="list-style-type: none"> tātari kia mātau ki ngā tuhinga matatini mō te whānui o ngā take o te ao torotoro, o te ao whānui anō hoki. āta wetewete i ngā taipitopito o te reo me ōna tini āhuatanga i te whānui o ngā tuhinga matatini. pānuī kia matatau ki te whakarāpopoto i ngā kōrero a ngā mātāpuna ā tuhi rerekē; me te whakahou me te whakatakoto i ngā kōrero me ngā tautohetohe ki mua i te marea. 	<p>Reading:</p> <ul style="list-style-type: none"> analyse complex reo Māori texts on a wide range of familiar and unfamiliar topics differentiate finer shades of meaning in a range of more complex reo Māori texts understand and summarise information from different written sources, reconstructing arguments and accounts in a coherent presentation.
<p>Whakaatu i te mana reo mā te mātau ki ngā āhuatanga o te reo, te hanga, te whakamahi, te whakawhiti me te whakaniko kia auaha te reo; ka taea hoki te tū tangata ki te whakaputa i ngā kōrero tauwhāiti ki tōna kaupapa kia tangata whenua te reo.</p> <p><i>(25 whiwhinga)</i></p>	<p>Tuhituhi:</p> <ul style="list-style-type: none"> whakamahi wetewete kaikini mō ngā kaupapa e pā ana ki te mātauranga taupuhi kaiao o te reo. tuhi kia mārama, kia tika hoki te hanganga kōrero mō tētahi kaupapa matatini; āta whārikihia ngā kaupapa tāpua hei whakawhānui i te kōrero, me nga whakaaro tautoko āhua roa tonu, ngā whakaaro āpiti, me ngā taunakitanga e hāngai ana ki te kaupapa; kia 	<p>Writing:</p> <ul style="list-style-type: none"> demonstrate critical awareness of issues relating to language ecology write clear well-structured reo Māori texts of complex subject matter, underlining the relevant salient issues expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate

<p>Whakaatu i te mana ao tūroa mā te whakamahi i ngā tikanga o te ao Māori kia tū tangata ai hei whakahaere kaupapa me te ārahi tāngata i ngā horopaki whānui me ētahi āhuatanga tauhou.</p> <p><i>(25 whiwhinga)</i></p>	<p>whai tikanga anō hoki te whakakapinga.</p> <p>Whakarongo:</p> <ul style="list-style-type: none"> whakarongo kia āta wewete i ngā taipitopito o te reo Māori me ōna whakamāramatanga anō hoki i ngā horopaki matatini. āta whakarongo kia mātau, kia whakarāpopoto anō hoki i ngā kōrero a ngā mātāpuna o te reo. whai māramatanga i ngā kōrerorero hōhonu, me te tautohe i ngā kaupapa o te ao torotoro, me te ao whānui anō hoki i roto i tētahi rōpū. whakaatu i tōna aro nui, i tona mātau, i tōna maioha anō hoki ki ngā kōrero taukī, ki ngā kīwaha, ki ngā nuka reo mē ngā momo reo o te kaikōrero. 	<p>conclusion.</p> <p>Listening:</p> <ul style="list-style-type: none"> demonstrate abilities in differentiating finer shades of meaning in more complex situations understand and summarise information from different sources of spoken reo Māori follow complex interactions in group discussion and debate on familiar and unfamiliar topic recognise and understand a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.
<p>Whakamahi i ngā pūkenga rapu mātauranga kia tū tangata ai i tōna rangahau whānui i tētahi kaupapa whakatairanga reo.</p> <p><i>(20 whiwhinga)</i></p>	<p>Rangahau:</p> <ul style="list-style-type: none"> tuhi kaupapa mo tētahi mahi rangahau kua whakaritea. whakatakoto kaupapa me te whakamahi i ngā āhuatanga, ngā tikanga me ngā waiaro, ngā ūara anō hoki e pā ana ki te kaupapa rangahau kua whakaritea. whakatakoto kaupapa, whakaaro hoki e pā ana ki ngā tikanga o te pūrongo rangahau. whakaatu i tōna mātau ki ngā take whānui e pā ana ki te whakawhānaketanga me te whakarauora i te reo Māori. 	<p>Rangahau:</p> <ul style="list-style-type: none"> write a proposal for an agreed research topic in a chose field of study plan for and implement kaupapa Māori research methods, ethics and methodologies in the research of an agreed topic plan and consider the requirements of the research report play a lead role in the development and regeneration of te reo Māori.

Transition information

Replacement information	This qualification replaced the National Diploma in Reo Māori (Level 6) [Ref: 1197].
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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.

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.

It is the intention of Māori Qualifications Services that no existing trainee should be disadvantaged by these transition arrangements.

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