

## Te Hono o te Kahurangi: Qualification details

<b>Title</b>	<b>Te Pōkaitahi Tikanga Māori – New Zealand Certificate in Tikanga Māori</b> ( <i>Waka, Rongoa, Te Ara Nunumi, Mātauranga Māori. Māori Development, Rangahau</i> )		
<b>Version</b>	1	<b>Qualification type</b>	Certificate
<b>Level</b>	2	<b>Credits</b>	60
<b>NZSCED</b>	0990314	Society and Culture>Studies in Human Society>Tikanga Māori Customs	
<b>DAS classification</b>	346	Tikanga Māori	
<b>Qualification developer</b>	Māori Qualifications Services (MQS)		
<b>Next review</b>	December 2020		
<b>Approval date</b>	Dd Mmmm YYYY		
<b>Strategic purpose statement</b>	<p>This introductory qualification is intended for learners to gain an understanding of tikanga Māori.</p> <p>The graduates of this qualification will have introductory knowledge and skills to support and participate in Tikanga Māori under guided supervision.</p> <p>This qualification provides a formal learning pathway for people currently working with and for Māori whānau and communities, local and regional bodies, agencies to support and participate in the practice of tikanga.</p> <p>Graduates of this qualification will have the skills required to participate in and support marae, whānau, hapū, iwi and hapori kaupapa and/or projects.</p>		
<b>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 nāianeī, mō āpōpō hoki.</i> 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> <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> 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>Mana Reo</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> 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>Mana Ao Tūroa</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> 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>		

## Qualification outcome statements

<p><b>Graduate profile</b></p>	<p>Graduates of this qualification will be able to:</p> <ul style="list-style-type: none"> <li>• Identify <b>mana ao tūroa</b> by describing the fundamental application of cultural concepts associated within a range of contexts where tikanga is practiced. (15 credits)</li> <li>• Identify <b>mana reo</b> by describing the importance of Te Reo Māori in relation to the practice of tikanga. (15 credits)</li> <li>• Identify <b>mana whenua</b> by describing the values of whanaungatanga and manaakitanga as it relates to people and their environment. (15 credits)</li> <li>• Identify <b>mana tangata</b> by describing various practises of tikanga. (15 credits)</li> </ul>
<p><b>Education pathway</b></p>	<p><b>Graduates of this qualification may pathway to the following:</b></p> <ul style="list-style-type: none"> <li>• Te Pokaitahi tikanga Māori (Waka, Rongoa, Te Ara Nunumi, Matāuranga Māori, Māori Development, Rangahau) Level 3 [Ref:XXXX]</li> <li>• New Zealand Certificate in Te Reo Māori Certificate (Level 3) [Ref:XXXX]</li> <li>• Mahinga Kai – Te Hoata (Kaupae 3) [Ref:2344]</li> <li>• New Zealand Certificate in Tourism Māori (Level 3) [Ref:2337]</li> <li>• New Zealand Certificate in Business (Introduction to Small Business) (Level 3) [Ref: 2454]</li> <li>• New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3) [Ref: 2453]</li> </ul>
<p><b>Employment / Cultural pathway</b></p>	<p>Graduates of this qualification will have the basic skills and knowledge to participate and maintain tikanga and Te reo Māori relative to their area of employment.</p> <p>They will have an intermediate understanding and awareness of tikanga Māori that can be utilised to support and complement the graduates current skills and knowledge in areas of employment:</p> <ul style="list-style-type: none"> <li>• Reception areas (manaakitanga skills)</li> <li>• Maintenance support</li> <li>• Environment as (rangers, councillors, archaeologists, surveyors)</li> <li>• Customer Services - Tourism (front staff), tourist guide assistants,</li> <li>• Retail business,</li> <li>• Horticulture worker</li> <li>• Whānau Trust</li> </ul> <p>Or work under guided supervision as a:</p> <ul style="list-style-type: none"> <li>• Kaiāwhina in kura</li> <li>• Kaiāwhina in Kōhanga Reo</li> <li>• Kaiāwhina care giver with iwi or hauora organisations</li> <li>• Junior Administrator</li> </ul> <p>With a growing focus by iwi and providers in embedding mātauranga Māori, graduates will be able to contribute to whānau, hapū, iwi, and the wider community in the following ways:</p> <p>Ka mōhio;</p> <ul style="list-style-type: none"> <li>• to participate in the preparation of the marae for use;</li> <li>• to participate on the paepae as an observer;</li> <li>• to work and support in the kitchen/dining room;</li> <li>• to participate in and support the use of tikanga Māori and te reo Māori</li> </ul>

	<p>amongst whānau and hapū in all settings.</p> <ul style="list-style-type: none"> <li>to support with whānau, hapū, iwi and community development projects such as tourism,</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>Credit gained for an outcome may be used only once to meet the requirements of this qualification.</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 MM EQA 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>Arrangements for managing consistency</b></p>	<p>The process for ensuring consistency of <i>Tikanga 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>Tikanga Māori</i> qualification Evidence of the following <b>must</b> be provided for <i>Tikanga 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 across common programmes</li> <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</p>

	<p>reviews:</p> <ul style="list-style-type: none"> <li>• <i>Tikanga 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>The context for the delivery of programmes leading to the award of <i>Te Pokaitahi Tikanga Māori Level 2</i> actively supports Māori preferred ways of teaching, learning, learning support, and pastoral care.</p> <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 hāpori 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> </ul>

- Provisions for Kaumātua or whānau, hapū or iwi knowledge holders acting in an advisory capacity

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/or tikanga practices, 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, 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 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)
- 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](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

	<p>ways at different times in different contextual applications. Each of these ways is correct in its appropriate context and should be applied as such.</p> <p><b>Kia Rere</b> 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.</p> <p><b>Kia Māori</b> 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.</p>
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## Specific conditions relating to the Graduate profile

Qualification outcomes	Programme Guidance/Conditions <i>Programmes should include the following key focus areas of each outcome:</i>
<p>Identify <b>mana ao tūroa</b> by describing the fundamental application of cultural concepts associated within a range of contexts where tikanga is practiced.</p> <p>(15 credits)</p>	<ul style="list-style-type: none"> <li>• Understand the fundamental application of cultural concepts associated with a range of context where tikanga is applied and practiced.</li> <li>• Demonstrate a basic understanding of research and reflective practices applicable to tikanga.</li> </ul>
<p>Identify <b>mana reo</b> by describing the importance of Te Reo Māori in relation to the practice of tikanga.</p> <p>(15 credits)</p>	<ul style="list-style-type: none"> <li>• Understand the importance of Te reo Maori in relation to tikanga.</li> <li>• Understand literacy and oral skills associated with the language of tikanga.</li> <li>• Able to identify key Māori words associated with tikanga.</li> </ul>
<p>Identify <b>mana whenua</b> by describing the values of whanaungatanga and manaakitanga as it relates to people and their environment.</p> <p>(15 credits)</p>	<ul style="list-style-type: none"> <li>• Understand how tikanga applies to people and their environmental settings.</li> <li>• Demonstrate basic operational knowledge of Whanaungatanga and Manaakitanga.</li> </ul>
<p>Identify <b>mana tangata</b> by describing various practises of tikanga.</p> <p>(15 credits)</p>	<ul style="list-style-type: none"> <li>• Demonstrate basic factual; and operational knowledge of tikanga in varying context.</li> <li>• Understand how Māori leadership contributes to tikanga within a range of contexts.</li> <li>• Engage in varying practices of tikanga..</li> </ul>

## Transition information

<b>Replacement information</b>	This qualification replaces Te Waharoa [Ref:0878]
<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</p>	

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](mailto:mqs@nzqa.govt.nz)