

Te Hono o te Kahurangi: Qualification details

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| Title | Te Pokairua Tikanga Māori – New Zealand Diploma in Tikanga Māori (<i>Waka, Rongoa, Te Ara Nunumi, Mātauranga Māori. Māori Development, Rangahau</i>) | | |
| Version | 1 | Qualification type | Diploma |
| Level | 5 | Credits | 120 |
| NZSCED | 0990314 | Society and Culture>Studies in Human Society>Tikanga Māori Customs | |
| DAS classification | 346 | Tikanga | |
| Qualification developer | Māori Qualifications Services (MQS) | | |
| Next review | December 2020 | | |
| Approval date | Dd Mmmm YYYY | | |
| Strategic purpose statement | <p>This qualification is intended for learners who have a sound knowledge of tikanga Māori principles and practices who wish to obtain a broad range of theoretical, technical and applied practical knowledge founded on a Māori worldview within a chosen field of study or work.</p> <p>This qualification provides people currently working with and for Māori whānau and communities, local and regional bodies, agencies to lead and facilitate kaupapa Māori initiatives.</p> <p>Graduates of this qualification will have the skills required to lead and facilitate marae, whānau, hapū, iwi and hapori kaupapa and/or projects under broad guidance.</p> | | |
| 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> 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> 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> 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> 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

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| <p>Graduate profile</p> | <p>Graduates of this qualification will be able to:</p> <p>Graduates of this qualification will be able to:</p> <ul style="list-style-type: none"> • Exercise mana ao tūroa to research, apply and evaluate cultural concepts that foster the development of existing and emerging mātauranga. (30 credits) • Articulate mana reo to communicate relevant practices and theories associated with tikanga. (30 credits) • Exercise mana whenua to demonstrate practical and theoretical knowledge of tikanga that applies to people and their environmental settings. (30 credits) • Articulate mana tangata that incorporates a range of Māori leadership attributes and principles that applies appropriate tikanga solutions to familiar and unfamiliar contexts. (30 credits) |
| <p>Education pathway</p> | <p>Graduates of this qualification may pathway to the following:</p> <ul style="list-style-type: none"> • Te Pokairua Tikanga Māori (Waka, Rongoa, Te Ara Nunumi, Matāuranga Māori, Māori Development, Rangahau) Level 6 [Ref:XXXX] • New Zealand Certificate in Te Reo Māori Certificate (Level 6) [Ref:XXXX] • New Zealand Diploma in Business (with strands in Accounting, Administration and Technology, Leadership and Management, and Māori Business and Management) (Level 6) [Ref: 2460] • Rūmakihia te Taiao (Kaupae 6) [Ref:2347] • ManuTaiko – Hokā Rangi (Level 6) [Ref:XXXX] |
| <p>Employment / Cultural Pathway</p> | <p>Graduates of this diploma will have an in-depth understanding and awareness of te reo Māori (relative to specialization) and tikanga Māori that can be utilised to support and complement current skills and knowledge in their area of employment, or in other roles such as:</p> <ul style="list-style-type: none"> • Teachers – general, reo and tikanga Māori; Kaiāwhina, Kaiarahi mō te reo me ngā tikanga; Kōhanga Reo – kaiako, kaiāwhina • Administrative roles, Public Servants and Policy Analysts • Health workers • Sports – Assistant team manager, coach • The Arts & Media – on site radio and TV announcers and/or workers • Tourism and Hospitality – receptionists, guides, entertainers • Government Departments and Museums tikanga advisors • Politics – Hospital Boards, Regional Boards, Local Council, Parliament as board members • Naturopaths • Tertiary Educators <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 tū motuhake;</p> <ul style="list-style-type: none"> • to prepare marae for use that includes the whare, paepae, wharekai; • to assist the paepae as a kaiwaiata,; • to carry out and assist in the manaakitanga of manuhiri: working on the marae, or at other hui, in the kitchen/dining room; • to actively promote and support the use of tikanga Māori and te reo Māori amongst whānau and hapū in all settings; • to support with normalising the use of te reo Maori within and between generations of reo Māori speakers; |

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| | <ul style="list-style-type: none"> • to support whanau, hapū, and communities realise their aspirations for the revitalisation of tikanga Māori and te reo Maori; • to promote and support the development of embedding tikanga Māori and language revitalisation plans for whanau, hapū, and iwi. • to contribute to communities and Marae development initiatives • to contribute to promotion and the practice of tikanga Māori and speaking te reo Māori in homes within whānau and communities; • to become committee members of the marae, hapū, iwi and/or community Trusts. |
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Qualification specifications

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| <p>Qualification award</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>Arrangements for managing consistency</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 must be provided for <i>Tikanga 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 |

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| | <ul style="list-style-type: none"> 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 hapori surveys and or feedback <p>Evidence of the following may be provided for the consistency reviews:</p> <ul style="list-style-type: none"> <i>Tikanga Māori</i> programme evaluation reports Site visit reports 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

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| Conditions for programme structure | <p>The context for the delivery of programmes leading to the award of <i>Te Pokaitahi Tikanga Māori Level 5</i> actively supports Māori preferred ways of teaching, learning, learning support, and pastoral care.</p> |
| Conditions for programme context | <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: http://www.nzqa.govt.nz/maori/field-maori-programme-development-support/</p> <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> |

Mechanisms/protocols may include, but are not limited to:

- 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

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)
- Whakatao (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 | Programme Guidance/Conditions <i>Programmes should include the following key focus areas of each outcome:</i> |
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| Exercise mana ao tūroa to research, apply and evaluate cultural concepts that foster the development of existing and emerging mātauranga. (30 credits) | <ul style="list-style-type: none"> • Compare and contrast a range of information, and apply holistic approaches to the development, integration and implementation of concepts relative to tikanga. • Utilise investigative tools to identify risks and opportunities applicable to tikanga. • Apply strategies for tikanga solution focus outcomes. |
| Articulate mana reo to communicate relevant practices and theories associated with tikanga. (30 credits) | <ul style="list-style-type: none"> • Apply a broad range of oral and written communication skills relevant to the practice and theory associated with tikanga. |
| Exercise mana whenua to demonstrate practical and theoretical knowledge of tikanga that applies to people and their environmental settings. (30 credits) | <ul style="list-style-type: none"> • Apply practical and theoretical knowledge associated with tikanga in a range of settings. • Compare and contrast how tikanga applies to people and their environmental settings. |
| Articulate mana tangata that incorporates a range of Māori leadership attributes and principles that applies appropriate tikanga solutions to familiar and unfamiliar contexts. (30 credits) | <ul style="list-style-type: none"> • Analyse and evaluate theoretical and practical knowledge applicable to tikanga. • Investigate and integrate Māori leadership principles that develop self and others • Compare and evaluate range of Māori cultural concepts, customs and or principles that foster the development of existing and emerging mātauranga for the benefit of self and others. |

Transition information

Replacement information

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

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Email mqs@nzqa.govt.nz