

### Qualification details

Te nama o te tohu mātauranga / Qualification number	2857		
Taitara / Title	Te Tipuranga o Te Mokopuna		
Taitara Ingarihi / English title	New Zealand Diploma in a Māori Worldview of Early Learning		
Te putanga / Version number	2	Te momo tohu / Qualification type	Pōkairua/Diploma
Te kaupae / Level	5	Ngā whiwhinga / Credits	120
Whakaraupapa / NZSCED	090503 - Society and Culture>Human Welfare Studies and Services > Nannyng and Early Childcare		
Te kaihanga tohu / Qualification developer	NZQA Maori qualification Services		
Te rā arotake / Review Date	December 2025		

### Te tauāki ā-hua / Outcome statement

<p><b>Te Rautaki o te tohu / Strategic Purpose statement</b></p> <p>This qualification is intended for people who wish to pursue a career in early learning education and training based on mātauranga Māori.</p> <p>Graduates of this qualification will be able to independently apply knowledge of Māori philosophies and theories of early learning education in a range of early learning contexts.</p> <p>This qualification does not lead to teacher registration, but it may provide opportunities for graduates, under specified criteria, to progress to a Level 7 ECE initial teacher education qualification.</p>
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<p><b>Ngā hua o te tohu / Graduate Profile</b></p> <p>Graduates of this qualification will be able to:</p> <ol style="list-style-type: none"> <li>1. Use complex operational and technical reo structures and tikanga practices in daily activities to communicate and interact with mokopuna and whānau as an expression of mana reo.</li> <li>2. Review, assess, and evaluate curriculum activities appropriate in providing a quality program of teaching and learning from a Māori worldview for mokopuna and whānau as an expression of whakamana and te pono me te tika.</li> <li>3. Critically reflect on self, others and learning programme performance grounded in mātauranga Māori values, as an expression of rangatiratanga.</li> <li>4. Develop and maintain relationships and implement communication strategies to address and support the learning and development needs of mokopuna as an expression of whanaungatanga and kotahitanga.</li> </ol>
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## Ngā kaupapa o te tohu / Guiding Principles

### Mana Reo

This kaupapa refers puts emphasis on the importance of early learning educators having the knowledge and skills to ensure the presence and expressions of mana reo is alive, vibrant and flourishing within the whatumanawa of the mokopuna.

“Ko te reo te mauri o te mana Māori”

The language is the life force of the Māori people.

### Rangatiratanga

This kaupapa emphasises the importance of early learning educators having the knowledge, skills, and experience to be able to demonstrate leadership in the delivery of learning activities and care for mokopuna and their whānau. This includes knowledge of local kawa and tikanga; use of te reo Māori; positive behaviours based on kaupapa Māori principles; including tuakana teina and meeting legal and ethical requirements in a professional manner.

### Whakamana

This kaupapa refers to the skills and knowledge needed to support the protection of mauri, maintaining tapu, and noa and uplifting the mana, wehi, and wairua of the mokopuna and their whānau, through the delivery of culturally appropriate and effective activities to support and nurture mokopuna to learn and grow.

### Te Pono me te Tika

This kaupapa highlights the importance of whānau, hapū, iwi, and hapori cultural values, te reo Māori, tikanga, and kawa. Legal obligation compliance issues, systems, procedures, and ethics are met with a kaupapa that recognises Māori values.

### Whanaungatanga

This kaupapa highlights the importance of ngā hononga to ngā taumata whakahirahira (mana whenua, mana tangata, mana ao tūroa, mana atua, mana reo) that reflects cultural values te reo Māori, tikanga, and kawa in establishing, building, and maintaining respectful relationships within whānau; hapū, iwi, and hapori; kura and schools, health and/or social service providers; and other key stakeholders important to the learning and development of mokopuna.

### Kotahitanga

This kaupapa is expressed as the fundamental ability of early learning educators to understand and ensure that the Māori world view of child development and the role of the whānau are integral and inter-woven into the development ā-tinana, ā-hinengaro, ā-wairua, ā-whānau to reflect a holistic way of learning.

## Ngā huarahi mātauranga / Education Pathway

Graduates who complete this qualification may undertake further study towards:

- Te Rangatiratanga o te Mokopuna (Kaupae 6) [Ref: 2858] New Zealand Certificate in Māori World View of Early (Level 5)
- New Zealand Diploma in Early Childhood Education and Care (Level 6) [Ref: 2852]

## Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki / Employment, Cultural, Community Pathways.

Graduates of this qualification will have skills and knowledge to work independently and/or gain employment in:

- Kōhanga Reo
- Kōhanga Reo ā-Kainga
- Puna Reo
- Ngā Toi Māori

- Māori public health services
- Home-based services

Use transferable skills and knowledge such as te reo in the:

- Māori media industry

Use te reo, Manaakitanga systems and processes in the:

- Hospitality industry
- Social development industry

This qualification provides a pathway for graduates to develop capability and capacity to protect, maintain, and enrich mātauranga taonga tuku iho for whānau, hapū, iwi, and hapori for current and future generations.

### Ngā tauwhāitanga o te tohu / Qualification Specifications

<p><b>Te whakawhiwhinga o te tohu / Qualification Award</b></p>	<p>This qualification may be awarded by an organisation with an approved programme of study or industry training.</p>
<p><b>Ngā taunaki hei whakaū i te tauritenga / Evidence requirements for assuring consistency</b></p>	<p>All tertiary education organisations (TEOs) accredited to deliver a programme leading to the award of this qualification are required to participate in consistency reviews. Programme providers at The Māori Worldview in Early Learning consistency reviews must provide relevant evidence of their graduates meeting the graduate outcomes. Programme providers should also be able to justify the nature, quality and integrity of the supporting evidence.</p> <p>Evidence of the following may include:</p> <ul style="list-style-type: none"> <li>• Effective internal and external moderation processes, including internal moderation results relating to graduate outcomes</li> <li>• Feedback and actions taken by the education organisation in response to feedback and must include feedback from graduates, current students, tutors/assessors, and graduate destinations (such as employers, next programme provider, the community/other stakeholders).</li> <li>• Portfolios of work.</li> <li>• Samples of assessment materials.</li> <li>• Samples of learner work.</li> <li>• Programme completion data and course results.</li> <li>• Moderation outcomes which may include moderation/benchmarking across common programmes.</li> <li>• Relevant external evaluation and review data where applicable.</li> <li>• Employer surveys.</li> <li>• Graduate surveys.</li> <li>• Whānau, hapū, iwi, hapori surveys.</li> <li>• Programme evaluation reports</li> <li>• Benchmarking with other providers</li> <li>• Site visit reports</li> <li>• Other relevant and reliable evidence</li> </ul>

<p>Te pae o raro e tutuki ai, ngā paerewa hoki hei whakaatu i te taumata o te whakatutukinga / Minimum standard of achievement and standards for grade endorsements</p>	<p>Achieved</p>
<p>Ko ētahi atu here o te tohu (tae atu hoki ki ngā here ā-hinonga whakamarumarū, ki ngā here ā-ture rānei) / Other requirements for the qualification (including regulatory body or legislative requirements)</p>	<p><b>Academic</b></p> <p>Learners enrolling are expected to have a minimum of 4 years secondary schooling (final year equivalent to Year 12), relevant NCEA credits at Level 2, and show potential to study at Level 5 with adequate literacy and numeracy skills.</p> <p>Alternatively, learners enrolling are recommended to hold one of the following qualifications, or equivalent knowledge, skills and experience.</p> <ul style="list-style-type: none"> <li>– Te Mana o Te Mokopuna (Kaupae 3) [Ref: 2855]</li> <li>– Te Puāwaitanga o Te Mokopuna (Kaupae 4) [Ref: 2856].</li> </ul> <p><b>Language Proficiency</b></p> <p>NZQF Level 3 Proficiency of Te Reo Māori or equivalent is required for this qualification.</p> <p><b>Safety checks</b></p> <p>Completion of this qualification requires practical experience within an early learning setting. These placements will require the candidate to pass a safety check consistent with the requirements of the Vulnerable Children Act 2014.</p> <p>For more information on the Vulnerable Children Act 2014, safety checking regulations and guidelines see <a href="http://childrensactionplan.govt.nz/">http://childrensactionplan.govt.nz/</a>.</p>
<p>Ngā tikanga whānui o te hōtaka / General conditions for programme leading to the qualification</p>	<p>Programmes must develop the structure and requirements for professional practice, including supervision and assessment of learners' skills and competence in an authentic immersion or bilingual ECE setting.</p> <p>Practical experience is an essential component of programmes leading to the award of this qualification and programmes should include learners completing a minimum of 120 hours supervised practice in an immersion or bilingual ECE setting, that allows for continuity of practice with children either through practicum, placements or employment (paid or voluntary). This may involve placements in more than one immersion or bilingual ECE setting.</p> <p>These hours may be completed throughout the duration of the qualification through regular placements or in 'blocks' of time. E.g. four weeks at 30 hours per week in a practicum placement. Where this qualification leads to, or forms part of, a recognised level 7 teaching qualification, the professional experience/practicum elements would</p>

need to meet the Education Council of Aotearoa New Zealand requirements for initial teacher education programmes.

Programmes need to provide evidence of opportunities to learn about and work with mokopuna from birth to 5 years of age and with their whānau.

For the purposes of this qualification, the following definitions are provided:

- Supervision – the learner will have a suitably qualified/experienced supervising/supporting mentor/kaumātua who will assess the student’s practice against requirements.
- Requirements – specific assignment tasks, competencies and responsibilities should be evident in the learners’ practice. These should be cumulative over the course of the qualification.
- ECE Immersion or bilingual setting – this must be an early childhood education (ECE) or service which may include a centre-based service, parent / whānau-led service, hospital-based service, home-based service, certificated playgroup such as a Puna Reo, Licensed Exempt Kōhanga Reo, Kōhanga Reo ā-Kāinga or culturally based environment that are bilingual or Māori Medium Education setting. The home-based service may be the child’s own home, or the home of the educator.

Completion of a comprehensive First Aid course, offered by an approved provider, is recommended. This may be a requirement for licensing for some types of ECE service e.g. Home-based, Te Kōhanga Reo, Te Kōhanga Reo ā-Kāinga

The Education Council of Aotearoa New Zealand and NZQA have specific requirements for initial teacher education programmes at Level 7, which Level 5 and 6 qualifications would need to match to enable consideration for credit recognition. Progressions should be clearly considered in the programme design; along with any restrictions on portability of learning being explicitly outlined.

Programmes may be designed to meet the practicing requirements of educators working in a particular sector e.g. Home-based, Te Kōhanga Reo, Te Kōhanga Reo -ā-Kāinga.

Programmes must consider relevant ECE codes of ethics in accordance with tikanga Māori.

This kaupapa also relates to kaitiakitanga, whanaungatanga and manaakitanga, as expressed in Te Hono o te Kahurangi.

Please refer to <https://www.nzqa.govt.nz/maori-and-pasifika/field-maori-programme-development-support/early-learning-matauranga-maori/> for programme

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**Ngā tikanga e hāngai ana ki nga hua o te tohu / Conditions relating to the Graduate Profile**

Ngā hua / Qualification outcomes		Ngā whiwhinga / Credits	Ngā tikanga / Conditions
1.	Use complex operational and technical reo structures and tikanga practices in daily activities to communicate and interact with mokopuna and whānau as an expression of mana reo.	30 Credits	
2.	Review, assess, and evaluate curriculum activities appropriate in providing a quality program of teaching and learning from a Māori worldview for mokopuna and whānau as an expression of whakamana and te pono me te tika.	30 Credits	
3.	Critically reflect on self, others and learning programme performance grounded in mātauranga Māori values, as an expression of rangatiratanga.	30 Credits	
4.	Develop and maintain relationships and implement communication strategies to address and support the learning and development needs of mokopuna as an expression of whanaungatanga and kotahitanga.	30 Credits	

**He kōrero whakawhiti / Transition information**

He kōrero mō te whakakapi / Replacement information	
<p><b>Kō ētahi atu kōrero mō te whakakapi / Additional transition information</b></p>	<p><b>Version Information</b></p> <p>Version 2 of this qualification was published in November 2020 following a scheduled review. Please refer to <a href="#">Qualifications and Assessment Standards Approvals</a> for further information.</p> <p>The last date of assessment for version 1 is 31 December 2023.</p> <p>It is not intended that anyone be disadvantaged by this review. Anyone who feels they have been disadvantaged can appeal to Māori Qualifications Services at:</p> <p>PO Box 160 Wellington 6140</p> <p>Telephone: 04 463 3000 Email: <a href="mailto:mqs@nzqa.govt.nz">mqs@nzqa.govt.nz</a> Website: <a href="http://www.nzqa.govt.nz">www.nzqa.govt.nz</a></p>