

Maintain and support Niuean culture in a Niuean early childhood service, through research

Level 5

Credits 5

Purpose People credited with this unit standard are able to: identify culturally appropriate traditions and customs to respect and conform to when carrying out research; research Niuean cultural heritage using culturally appropriate research methods, and record findings; and maintain and support cultural identity, heritage, and values of children in a Niuean early childhood service.

Subfield Pacific Islands Early Childhood Education

Domain Niue: Kautaha Aoga Niue

Status Registered

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Entry information Open.

Accreditation Evaluation of documentation and visit by NZQA and industry.

Standard setting body (SSB) NZQA National Qualifications Services

Accreditation and Moderation Action Plan (AMAP) reference 0157

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Special Notes

- 1 Glossary
 - Tau tupuna* – grandparents
 - Matohiaga* – genealogy
 - Tau tala tuai* – legends and myths
 - Tau tala he tau mena tutupu tuai* – history, origin
 - Tau atuhau* – generations
 - Tau mamatua* – parents
 - Magafaoa* – family heritage
 - Tupuna* – grandparent
 - Matua* – parent.

- 2 Definitions
Niuean cultural heritage is a person's birthright or who they are born to.
 A *Niuean early childhood service* is a culture specific service responsible for all aspects of the child's development.
- 3 All elements and performance criteria must be in accordance with any policies, procedures, standards, and requirements of the organisation involved, and with the following:
 Children, Young Persons, and their Families Act 1989;
 Education Act 1989;
 Human Rights Act 1993;
 Privacy Act 1993;
 Education (Early Childhood Centres) Regulations 1998;
 Education (Early Childhood Services) Regulations 2008;
 Education (Home-Based Care) Order 1992.
- 4 References may include but are not limited to:
 Ministry of Education, *Te Whāriki, He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa: Early Childhood Curriculum* (Wellington: Learning Media, 1996).
 Ministry of Education, *Quality in action: Te mahi whai hua: Implementing the revised statement of desirable objectives and practices in New Zealand early childhood services* (Wellington: Learning Media, 1998).
 Ministry of Education, *The quality journey: He haerenga whai hua. Improving quality in early childhood services* (Wellington: Learning Media, 1999).
 Ministry of Education, *Kei Tua o te Pae/Assessment for learning: Early Childhood Exemplars* (Wellington: Learning Media, 2007).
 Ministry of Education, *The New Zealand Curriculum* (Wellington: Learning Media, 2007).
 Ministry of Education, *Developing programmes for teaching Pacific Islands languages* (Wellington: Learning Media, 2000).
 Ministry of Education, *Guidelines for Niuean Language Programmes; planning guidelines to accompany developing programmes for teaching Pacific Islands languages* (Wellington: Learning Media, 2000).
 Ministry of Education, *Pasifika Education Plan 2006-2010* (Wellington: Ministry of Education, 2006).

Elements and performance criteria

Element 1

Identify culturally appropriate traditions and customs to respect and conform to when carrying out research.

Performance criteria

- 1.1 Culturally appropriate traditions and customs to respect and conform to when carrying out research are identified.

Element 2

Research Niuean cultural heritage using culturally appropriate research methods, and record findings.

Performance criteria

- 2.1 Consultation is carried out in accordance with Niuean traditions and customs.
- 2.2 Research of cultural heritage is carried out in consultation with Niuean tau tupuna, tau mamatua, and key people.
- 2.3 Traditional aspects of Niuean protocols related to Niuean cultural heritage are researched and recorded.
- Range may include but is not limited to – magafaoa, matohiaga, tau tala he tau mena tutupu tuai, tau atuhau, tau tupuna, tupuna, matua.
- 2.4 Niuean cultural heritage in terms of the children’s roots, background, tau mamatua heritage, migration, and settlement is researched and recorded.
- Range tau tala tuai, tau tala he tau mena tutupu tuai.
- 2.5 Niuean children’s birthright is researched and recorded in consultation with Niuean tupuna and matua.

Element 3

Maintain and support cultural identity, heritage, and values of children in a Niuean early childhood service.

Performance criteria

- 3.1 Children’s cultural identity, heritage and values are maintained and supported.

Please Note

Providers must be accredited by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact the NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.