



**Te Hiringa o te Taiao (Kaupae 4) [Ref: 2346]**  
**New Zealand Certificate in Māori Environment Practices (Kaupae 4)**  
**Alignment with Unit Standards Guide**

(Note: Many of the identified standards can be integrated across ALL the graduate profile outcomes.)

Graduate Profile Outcome (including indicative credit values)	Programme Guidance	STD No.	Title	Outcomes	Evidence Requirements
<b>Whanaungatanga: (10 credits)</b>					
Communicate effectively with internal and external stakeholders, whānau, hapū, and iwi, and apply strategies to foster <b>whanaungatanga</b> and manage relationships. (10 credits)	<ul style="list-style-type: none"> <li>Explain <i>whanaungatanga</i> from the perspective of local whānau, hapū or iwi.</li> <li>Demonstrate effective communication and relationship management skills when interacting with people of different age groups, ethnicities and interests.</li> <li>Select and explain local hapū and/or iwi accounts, customs and practices relating to the local Taiao.</li> </ul>	<b>28918</b> <b>(L4, C5)</b>	Demonstrate knowledge of strategic planning to care for and manage taonga tuku iho	Demonstrate knowledge of information required for strategic planning to care for and manage taonga tuku iho.	1.1 Information needed for a whānau/hapū strategic plan are identified and described according to local kawa, tikanga and the agreed objectives. Range may include but is not limited to: mission statement, vision, tikanga, values, external environment, internal environment, stakeholder's needs and expectations, legislation; evidence of at least four is required.  1.2 Strategic planning is described in relation to strengths, weaknesses, opportunities, and threats for the whānau/hapū and/or the taonga tuku iho. Range future orientated, long term, internal orientation, and external orientation.  1.3 Strategic planning incorporates tikanga concepts and practices valued by the local whānau, hapū in the care and management of their taonga tuku iho. Range includes but is not limited to kaitiakitanga, tangata whenua, mana whenua, ahi kā roa, whakapapa, origins of taonga.  1.4 The purpose of the collection of information is described in terms of its relevance to the process of strategic planning.  1.5 Sources and potential methods of collecting information are described in accordance with local tikanga.
				Demonstrate knowledge of action plan development for the implementation of a strategic plan.	2.1 The essential elements of an action plan are identified. Range ngā tikanga whakahaere, actions and responsibilities, performance indicators, setting priorities, time-lines, budgets, reporting, and review structures.  2.2 Watch-points in the development of an implementation plan are identified and discussed. Range consultation with those involved including whānau/hapū, resourcing, whānau/hapū commitment.
				Discuss the effectiveness of strategic planning to empower whānau, hapū to care for and manage taonga tuku iho.	3.1 Whānau, hapū commitment to strategic planning is discussed in terms of leadership and whānau, hapū concerns.  3.2 Factors for and against success are discussed in accordance with local tikanga, kawa and/or the agreed objectives.

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<b>Turangawaewae: (10 credits)</b>					
<p>Explain the significance of important Māori concepts and their use by whānau, hapū and iwi to preserve, nurture, and manage te Taiao as <b>tūrangawaewae</b>. (10 credits)</p>	<ul style="list-style-type: none"> <li>Explain selected concepts relating to <i>tūrangawaewae</i> from the perspective of local whānau, hapū or iwi.</li> <li>Demonstrate knowledge of selected mātauranga Taiao concepts relevant to the local Taiao context.</li> <li>Demonstrate knowledge of selected hapū or iwi customs and practices relating to the management of the local Taiao.</li> </ul>				
<b>Kaitiakitanga: (10 credits)</b>					
<p>Exercise <b>kaitiakitanga</b> in selected environmental/resource management issues to identify and manage the effects of the issues on whānau, hapū and iwi from local Taiao perspectives. (10 credits)</p>	<ul style="list-style-type: none"> <li>Explain <i>kaitiakitanga</i> and other associated concepts from the perspective of local whānau, hapū or iwi</li> <li>Identify and explain provisions in selected legislation, which supports whānau, hapū or iwi management of the local Taiao</li> <li>Apply a kaupapa Māori approach to identify solutions regarding whānau, hapū or iwi management of the local Taiao</li> </ul>	<p><b>6151</b> (L4, C6)</p>	<p>Carry out mahi rangahau with guidance in relation to a local Māori resource management issue</p>	<p>Plan a mahi rangahau activity.</p> <p>Carry out the mahi rangahau activity.</p> <p>Evaluate the mahi rangahau activity.</p>	<p>1.1 The plan identifies a resource management issue of significance to local Māori. 1.2 The planned actions are consistent with local tikanga. 1.3 The plan includes Māori research methodologies. 1.4 The plan provides for Māori guidance of the mahi rangahau.</p> <p>2.1 The mahi rangahau activity is carried out according to plan. 2.2 The results are presented in accordance with the conventions applicable to the presentation method. 2.3 The conclusions related to the resource management issue are consistent with the evidence presented.</p> <p>3.1 The evaluation identifies the effectiveness of the mahi rangahau activity. 3.2 The evaluation identifies any problems with the plan's application. 3.3 The evaluation makes recommendations that may improve other mahi rangahau activities.</p>
		<p><b>20325</b> (L4, C4)</p>	<p>Whakaritea te kaupapa kaitiakitanga/Prepare and plan a kaitiakitanga project</p>	<p>Identify a local kaitiakitanga issue in collaboration with tangata whenua/tangata tiaki.</p>	<p>1.1 The issue is identified with the knowledge and support of local tangata whenua/ tangata tiaki. The ethics related to carrying out the project are identified and described in terms of iwi, hapū or whānau requirements. 1.2 The reasons for the kaitiakitanga project are identified in relation to tangata whenua/ tangata tiaki. Range reasons may include but are not limited to – an opportunity to be taken; a concept to be understood; a challenge to be met; a problem to be solved. Evidence of two is required.</p>

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					<p>1.3 The scope, limitations, and benefits of the kaitiakitanga project are identified.</p> <p>Range scope may include but is not limited to – specifying the location of the project; identifying responsibilities of individuals if working in a group; identifying permitted areas of activity – physical, cultural, legal, safety; Evidence of two is required.</p> <p>limitations may include but are not limited to – availability of resources, costs, time available, cultural requirements, legal requirements; Evidence of two is required.</p> <p>benefits may include but are not limited to – social, economic, cultural and educational development and wellbeing for the iwi, hapū or whānau; Evidence of two is required.</p>
				Plan a kaitiakitanga project to investigate the issue in collaboration with tangata whenua/ tangata tiaki.	<p>2.1 Plan shows elements involved in project planning.</p> <p>Range statement of key questions to be researched, timeframes, locations, resources, research methodology, stakeholders, regional or national contexts, reporting procedures, applicable tikanga.</p> <p>2.2 Plan includes reference to historical research.</p> <p>Range may include background, oral accounts, legal, scientific, technical. Evidence of two is required.</p> <p>2.3 Plan includes reference to current research.</p> <p>Range may include local/regional authority planning, tangata whenua planning documents, iwi management plans, cultural impact assessments. Evidence of two is required.</p> <p>2.4 Plan includes reference to consultation and reporting to tangata whenua/tangata tiaki.</p>
		<b>20326</b> <b>(L4, C4)</b>	Whakamahia te kaupapa kaitiakitanga/Carry out fieldwork and collect data for a kaitiakitanga project	Carry out fieldwork to support a kaitiakitanga project plan in collaboration with tangata whenua/ tangata tiaki.	<p>1.1 Fieldwork is managed according to the project plan.</p> <p>1.2 Fieldwork demonstrates use of sustainable environmental management practices.</p> <p>Range may include kawa and tikanga, courtesy and respect, best practicable options, risk management. Evidence of two is required</p>
				Collect and record data from fieldwork. Range may include oral interviews, written questionnaires, written surveys, visual recordings, observations. Evidence of two is required.	<p>2.1 Data collected and recorded is accurate and readily accessible.</p> <p>2.2 Information gathered extends baseline data and achieves objectives of project plan.</p> <p>2.3 Integrity is demonstrated in the collection and recording of data.</p> <p>Range integrity includes permission is sought and given, intellectual property is protected, acknowledgment of sources. Evidence of two is required.</p>
				Provide evidence of fieldwork data organisation.	<p>3.1 Raw data from fieldwork is processed and organised into a systematic and appropriate format for analysis.</p>
		<b>20327</b> <b>(L4, C8)</b>	Arotakehia te kaupapa kaitiakitanga/Evaluate a kaitiakitanga project	Analyse and interpret data from fieldwork that supports a kaitiakitanga project plan.	<p>1.1 Analysis includes comparisons with existing baseline data.</p> <p>1.2 Data interpretation is undertaken in accordance with the objectives of the project plan.</p> <p>1.3 Anomalies or limitations to data are explained.</p>

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				Critically evaluate and draw conclusions from a kaitiakitanga project in terms of project objectives.	2.1 Evaluation draws positive and/or adverse conclusions based on evidence. 2.2 Evaluation articulates limitations of or barriers to the successful implementation of a kaitiakitanga project. 2.3 Evaluation identifies strategies for improving a kaitiakitanga project.
				Complete a presentation reporting on a kaitiakitanga project. Range must include material from the planning and research stages of the project.	3.1 Report is presented according to project plan and in an appropriate medium for the audience. 3.2 Presentation is communicated effectively to tangata whenua/tangata tiaki. Range project scope, planning, research, fieldwork, evaluation, conclusions.
				Analyse the findings of the report and identify possible future developments for the kaitiakitanga project.	4.1 Analysis provides evidence of strategic thinking for future developments for the kaitiakitanga project. Range strengths, weaknesses, opportunities, threats, cost benefit analysis, risk management. 4.2 Analysis responds to feedback from tangata whenua/tangata tiaki in relation to the future developments for the kaitiakitanga project. 4.3 Analysis of findings identifies possible future developments for tangata whenua/tangata kaitiaki in terms of the maintenance and protection of the kaitiakitanga project.
<b>Pūkengatanga: (10 credits)</b>					
Apply <b>pūkengatanga</b> using both mātauranga Māori and contemporary research and project management methodologies to investigate kaitiakitanga-related opportunities or issues. (10 credits)	<ul style="list-style-type: none"> <li>Explain <i>pūkengatanga</i> from the perspective of local whānau, hapū or iwi</li> <li>Assess the effectiveness of modern technologies in preserving, nurturing and enhancing the local Taiao</li> <li>Report on the state of selected traditional management practices of te Taiao used by whānau, hapū or iwi.</li> </ul>				

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<b>Rangatiratanga: (10 credits)</b>					
Exercise <b>rangatiratanga</b> to manage te taiao in accordance with local tikanga. (10 credits)	Apply the concepts of kaitiakitanga, tangata whenua, mana whenua, and ahi ka roa within a Taiao operational context for self and others.	<b>6148</b> (L4, C4)	Explain tino rangatiratanga in relation to the way Māori interact with the natural world	Explain tino rangatiratanga in relation to the way Māori interact with the natural world.	1.1 The explanation describes tino rangatiratanga in relation to the way Māori interact with the natural world. 1.2 The explanation identifies three local examples of the exercise of tino rangatiratanga in relation to the way Māori interact with the natural world. 1.3 The explanation provides reasons for the importance of tino rangatiratanga in a local natural world context.
			Explain ahikā and ahimātaotao in relation to the exercise of tino rangatiratanga and the way Māori interact with the natural world.	2.1 The explanation identifies ahikā and ahimātaotao in relation to the exercise of tino rangatiratanga. 2.2 The explanation includes a local example of ahikā and ahimātaotao in relation to the exercise of tino rangatiratanga. 2.3 The explanation links ahikā and ahimātaotao to issues for Māori in a modern context in relation to the exercise of tino rangatiratanga.	
			Explain take whenua in relation to the exercise of tino rangatiratanga.	3.1 The explanation identifies take whenua in relation to the exercise of tino rangatiratanga. Range four take whenua are required. 3.2 The explanation provides two local examples of two different take whenua in relation to the exercise of tino rangatiratanga.	
			Explain the importance of natural and physical features in relation to local iwi or hapū expressions of tino rangatiratanga.  Range explanations must include a minimum of three local pepeha.	4.1 The explanation identifies the local iwi or hapū pepeha. 4.2 The explanation describes the importance of each pepeha for local iwi or hapū. 4.3 The explanation provides reasons for the importance of each pepeha for local iwi or hapū.	
		<b>28917</b> (L4, C5)	Explain tikanga in relation to the management and care of taonga tūturu	Demonstrate knowledge of tikanga concepts in relation to taonga tūturu.  Range may include but are not limited to – atua, mana, tapu, pakanga, tipuna, mauri, wāhi, wairua, ihi, karakia, tatau pounamu; evidence of at least three concepts is required.	1.1 Tikanga concepts are defined in terms of their origin and meaning. 1.2 Correct usage of tikanga concepts are explained in relation to taonga tūturu.
				Explain the whakapapa of taonga tūturu.  Range these may include but are not limited to – waka, patu, mere, toki, flints; evidence of at least three taonga tūturu are explained	2.1 Taonga tūturu are explained in terms of the kōrero and history connected with the taonga and the place from where it was recovered, in accordance with local tradition and tikanga.  Range may include but not limited to: ritual, traditional, spiritual, cultural, and mythological

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				Describe local tikanga practices and whānau/hapū responsibilities in the management and care of taonga tūturu.	<p>3.1 Tikanga practices in situ and post-recovery are described in accordance with local tradition and tikanga. Range may include but are not limited to – ture, whakapapa, karakia, karanga, tangi, reinturment; evidence of at least two are described.</p> <p>3.2 Whānau/hapū responsibilities are described in accordance with the Protected Objects Act 1975. Range evidence of at least two are described.</p> <p>3.3 The functions and exercise of power of Māori and other stakeholders are described in accordance with the Heritage New Zealand Pouhere Taonga Act 2014. Range evidence of at least two functions and powers are described for Māori and at least one other stakeholder group.</p>
		<b>28919</b> <b>(L4, C6)</b>	Identify and explain the archaeological features and cultural values of a site of significance	<p>Identify the general archaeological features of a site of significance to whānau, hapū, iwi. Range may include but is not limited to pā; middens; rua pits; trenches; ditches; hangi; umu; re-doubts; evidence from three different sites is required</p> <p>Assist in determining the Māori cultural values associated with the site. Range may include but is not limited to pa; middens; rua pits; trenches; ditches; hangi; umu; re-doubts; evidence from three different sites is required.</p>	<p>1.1 General archaeological site features are identified. Range may include, but is not limited to – earthworks, man-made structures, pits, natural features; evidence of three features is required.</p> <p>1.2 A site record identifying the general archaeological features of the site is completed. Range may include but is not limited to – illustrations, location coordinates, maps, photographs, explanatory notes; evidence of at least three is required.</p> <p>2.1 The cultural and social context of the site is explained.</p> <p>2.2 The wider cultural landscape within which the site is located is explained. Range may include, but is not limited to – recording, marking, mapping, site history, whānau, hapū and iwi associations to the site, significant landmarks, place names, pūrākau, ngā korero o neherā; evidence of at least three is required.</p> <p>2.3 The regulatory and statutory requirements associated with the protection of the cultural values of the site are identified and explained. Range evidence of at least two regulatory and two statutory requirements is required.</p>



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<b>Te Pono me te Tika: (10 credits)</b>					
Act in a manner that is <b>pono me te tika</b> to assess the impact of relevant environmental/resource management legislation on the roles and responsibilities of whānau, hapū and iwi in the management of te Taiao. (10 credits)	<ul style="list-style-type: none"> <li>Analyse and report on the effects of proposed or current statutes and legislative mechanisms on tangata whenua participation in an environmental/resource management context.</li> <li>Analyse and report on the extent to which local resource planning strategies, plans, policies and rules/regulations support whānau, hapū or iwi participation in an environmental/resource management context.</li> </ul>	<b>28916</b> <b>(L4, C6)</b>	Describe the impacts of legislation on wāhi tapu, and develop a management plan component to protect wāhi tapu	Describe the impacts of selected legislation on Māori and wāhi tapu. Range evidence of two impacts for each of the evidence requirements below is required.	1.1 Sections 6 (e), 42, and 58 of the Resource Management Act (RMA) are described in terms of their impacts on Māori and wāhi tapu. 1.2 Heritage protection sections 187-198 of the RMA are described in terms of their impacts on Māori and wāhi tapu. 1.3 Sections 42-45, 65-69, 74-75, 85-90, and 92-96 of the Heritage New Zealand Pouhere Taonga Act 2014 are described in terms of their impacts on Māori and wāhi tapu
				Develop a management plan component for the protection of a selected wāhi tapu. Range may include but is not limited to – objective(s); options for achieving objective(s); stakeholder interests; cultural requirements; national, regional body requirements; costs and resources – human, natural, financial; legal considerations; analysis of options; identification of best option(s) for achieving objective(s).	2.1 Describe how the management plan component recognises and provides for tino rangatiratanga and kaitiakitanga in consultation with the iwi, hapū, whānau, and marae connected to the selected wāhi tapu. 2.2 The management plan component includes a policy statement for the protection of the selected wāhi tapu. Range policy statement may include but is not limited to – purpose of the plan component; key task(s) to be completed; responsibility for achieving goal(s); procedure for accessing and accounting for use of resources.

Programme developers may also consider Level 3 unit standards to achieve the graduate profile outcomes. This certificate is listed at level 4 and must comprise a minimum of 40 credits at level 4 or above.

<b>Level 3 Unit Standards</b>		
6142	Explain kaitiakitanga in relation to the way Māori interact with the natural environment	4 Credits
6143	Carry out a local kaitiakitanga activity with direction	6 Credits
6147	Analyse the different views Māori and Pākehā have in relation to the natural world	4 Credits
6144	Explain wāhi tapu in relation to how Māori manage the environment	5 Credits
Dependent on the programme of study health and safety practice unit standards may be included.		