

### Qualification details

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| Qualification number/Te nama o te tohu mātauranga | 2856  |                                 |             |
| English title/Taitara Ingarihi                    | New Zealand Certificate in a Māori Worldview of Early Learning                                |                                 |             |
| Māori Title/Taitara Māori                         | Te Puāwaitanga o te Mokopuna  |                                 |             |
| Version number/Te putanga                         | 2   | Qualification type/Te momo tohu | Certificate |
| Level/Te kaupae                                   | 4   | Credits/Ngā whiwhinga           | 60          |
| NZSCED/Whakaraupapa                               | 090503 - Society and Culture>Human Welfare Studies and Services > Nannyng and Early Childcare |                                 |             |
| Qualification developer/Te kaihanga tohu          | NZQA Maori qualification Services   |                                 |             |
| Next review /Te rā arotake                        | <b>December 2023</b>  |                                 |             |

### Outcome statement/Te tauāki ā-hua

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| <p><b>Strategic Purpose statement/ Te rautaki o te tohu</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>The purpose of this qualification is to provide graduates with a range of knowledge, skills and experiences in mātauranga Māori applied in early learning education contexts.</p> <p>Graduates of this qualification will be able to under limited supervision apply some knowledge of Māori philosophies and theories of mātauranga Māori in a range of early learning contexts.</p> <p>This qualification does not lead to teacher registration.</p> |
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| <p><b>Graduate Profile/Ngā hua o te tohu</b></p> <ol style="list-style-type: none"> <li>1. Use a broad range of 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. Deliver a range of curriculum activities to explore and adapt new skills and knowledge that support cultural identity as an expression of whakamana.</li> <li>3. Implement best practice processes and standards in an early learning setting as an expression of pono me te tika.</li> <li>4. Develop and maintain relationships with whānau and key stakeholders that enhances the learning and development of mokopuna as an expression of whanaungatanga.</li> </ol> |
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5. Review and reflect on own practice to identify strengths and areas for further development to inform self-management as an expression of rangatiratanga.

## 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 the 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 obligations, 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.

## **Education Pathway/ Ngā huarahi mātauranga**

Graduates who complete this qualification may undertake further study towards:

- Te Tipuranga o te Mokopuna (Kaupae 5) [Ref:2857]
- New Zealand Diploma in Early Childhood Education and Care (Level 5) [Ref: 2851]
- New Zealand Diploma in Kaupapa Māori Health (Kaupae 5) [Ref: 2871]
- Te Pōkaitahi o te Mātauranga me te Whakangungu Pakeke (Kaupae 5) [Ref:2882]

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| <b>Employment, Cultural, Community Pathway/ Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki</b>   |  |
| <p>Graduates of this qualification will have the skills and knowledge to work or gain employment in roles in as kaiārahi, developing and implementing activities independently in:</p> <ul style="list-style-type: none"> <li>• Kōhanga Reo</li> <li>• Puna Reo</li> <li>• Ngā Toi Māori</li> <li>• Māori Public Health Services</li> <li>• Home-based Services</li> <li>• Iwi, Rūnanga services</li> <li>• Whānau Ora</li> </ul> <p>As kaiāwhina of te reo Māori in:</p> <ul style="list-style-type: none"> <li>• Kura Kaupapa Māori</li> <li>• Kura Auraki</li> </ul> <p>As kaiāwhina in Māori Media</p> <ul style="list-style-type: none"> <li>• Receptionist</li> <li>• Programmer</li> </ul> <p>As kaiāwhina in Hauora Organisations</p> <ul style="list-style-type: none"> <li>• Working with children</li> <li>• Parental aide</li> </ul> <p>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 future and current generations. Contributions to community and cultural roles may include involvement as the following whānau members who;</p> <ul style="list-style-type: none"> <li>• contribute towards the learning, development, and holistic well-being of tamariki and mokopuna.</li> <li>• understand and promote the place of tamariki and mokopuna as valued members of the community and society.</li> <li>• contribute towards the promotion of te reo Māori amongst their whānau, hapū, iwi and hapori, kura kaupapa Māori and marae.</li> </ul> |  |

**Qualification Specifications/ Ngā tauwhāititanga o te tohu**

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| <b>Qualification Award/ Te whakawhiwhinga o te tohu</b>                                       | <p>This qualification may be awarded by an organisation with an approved programme of study or industry training.</p>  |
| <b>Evidence requirements for assuring consistency/ Ngā taunaki hei whakaū i te tauritenga</b> | <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,</li> </ul> |

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|  | <p>tutors/assessors, and graduate destinations (such as employers, next programme provider, the community/other stakeholders).</p> <ul style="list-style-type: none"> <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><b>Minimum standard of achievement and standards for grade endorsements/ Te pae o raro e tutuki ai, ngā paerewa hoki hei whakaatu i te taumata o te whakatutukinga</b></p>  | <p>Achieved</p>   |
| <p><b>Other requirements for the qualification (including regulatory body or legislative requirements)/ Ko ētahi atu here o te tohu (tae atu hoki ki ngā here ā-hinonga whakamarumarū, ki ngā here ā-ture rānei)</b></p> | <p><b>Te Reo Māori Requirement</b></p> <p>NZQF Level 3 Proficiency for 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 childhood 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><b>General conditions for programme leading to the qualification / Ngā tikanga whānui o te hōtaka</b></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 60 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</p>   |

'blocks' of time. E.g. two weeks at 30 hours per week in a practicum placement.

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.

Programmes may be designed to meet the practising requirements of kaiako and kaiāwhina working in a particular sector e.g. Te Kōhanga Reo, Puna Reo, Home-based, Playcentre, Bilingual ECE services.

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 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.

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

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

It is recommended that this qualification be combined with a te reo Māori qualification at the programme level to support the tikanga and values within Māori child rearing practices.

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

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

| Qualification outcomes/ Ngā hua |  | Credits/Ngā whiwhinga | Conditions/Ngā tikanga  |
|---------------------------------|--|-----------------------|---|
| 1.                              | Use a broad range of reo structures and tikanga practices in daily activities to communicate and interact with mokopuna and whānau as an expression of mana reo. | 15 Credits            | Please refer to <a href="https://www.nzqa.govt.nz/maori-and-pasifika/field-maori-programme-development-support/early-learning-matauranga-maori/">https://www.nzqa.govt.nz/maori-and-pasifika/field-maori-programme-development-support/early-learning-matauranga-maori/</a> for programme content guidance. |
| 2.                              | Deliver a range of curriculum activities to explore and adapt new skills and knowledge that support cultural identity as an expression of whakamana.             | 15 Credits            |   |
| 3.                              | Implement best practice processes and standards in an early learning setting as an expression of te pono me te tika.   | 10 Credits            |   |
| 4.                              | Develop and maintain relationships with whānau and key stakeholders that enhances the learning and development of mokopuna as an expression of whanaungatanga.   | 10 Credits            |   |
| 5.                              | Review and reflect on own practice to identify strengths and areas for further development to inform self-management as an expression of rangatiratanga.         | 10 Credits            |   |

**Transition information/ He kōrero whakawhiti**

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| <b>Replacement information/ He kōrero mō te whakakapi</b>                     |  |
| <b>Additional transition information/ Ko ētahi atu kōrero mō te whakakapi</b> | <p><b>Version information</b></p> <p>Version 2 of this qualification was published in December 2019 following a scheduled review.</p> <p><b>Transition information</b></p> <p>The last date of assessment for version 2 of this qualification is 31 December 2023.</p> <p>It is the intention that no existing trainee should be disadvantaged by these transition arrangements. Any person who considers they have been disadvantaged may appeal to:</p> <p>NZQA - Māori Qualifications Services.<br/>           PO Box 160<br/>           Wellington 6140<br/>           Email: <a href="mailto:mqs@nzqa.govt.nz">mqs@nzqa.govt.nz</a><br/>           Telephone: 04 463 3000</p> |

