

## Te Hono o Te Kahurangi: Qualification details

<b>Te Reo Māori title</b>	He Taonga Te Mokopuna (Kaupae 2)		
<b>English interpretation of te Reo Māori title</b>	New Zealand Certificate in a Māori World View of Early Learning (Level 2)		
<b>Version</b>	1	<b>Qualification type</b>	Certificate
<b>Level</b>	2	<b>Credits</b>	60
<b>NZSCED</b>	090503 - Society and Culture>Human Welfare Studies and Services > Nannyng and Early Childcare		
<b>Qualification developer</b>	NZQA Māori Qualifications Services		
<b>Next review</b>	December 2020		
<b>Approval date</b>	January 2016		
<b>Strategic purpose statement</b>	<p>This qualification is intended for people who wish to pursue a career in early learning education and training based on Mātauranga Māori. The purpose of this qualification is to provide graduates with a range of knowledge, skills and experiences in mātauranga Māori early learning education that can be applied in early learning education contexts.</p> <p>Graduates of this qualification will be able to under close supervision apply knowledge of Maori philosophies and theories of mātauranga Māori in a range of early learning contexts.</p> <p>This qualification does not lead to teacher registration.</p>		
<b>Outcome Statement</b>	<b>Graduate profile</b>	<p>Graduates of this qualification will be able to:</p> <ul style="list-style-type: none"> <li>- Use basic reo structures and tikanga practices in daily activities to communicate and interact with mokopuna and whānau as an expression of mana reo.</li> <li>- Demonstrate knowledge of curriculum activities that supports and asserts cultural identity as an expression of whakamana.</li> <li>- Work with whānau to create a safe and appropriate environment that supports the learning and development of mokopuna and whānau as an expression of ngā hononga, whānau tangata, whanaungatanga and manaakitanga.</li> <li>- Work collaboratively with whānau in the delivery of activities that embraces a holistic view of the learning and development of mokopuna as an expression of kotahitanga.</li> <li>- Reflect on own performance to design a self-management plan as an expression of rangatiratanga.</li> </ul>	

	<p><b>Education pathway</b></p>	<p>This qualification may lead to</p> <ul style="list-style-type: none"> <li>- Te Mana o Te Mokopuna (Kaupae 3) [Ref: 2855],</li> <li>- New Zealand Certificate in Early Childhood Education and Care (Level 3) [Ref: 2849].</li> </ul>
	<p><b>Employment / Cultural / Community pathway</b></p>	<p>Graduates of this qualification will have basic skills and knowledge to work or gain employment in supervised Kaiawhina roles 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>- Early childhood services</li> <li>- Home-based services.</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/community for future and current generations.</p> <p>Contribution to community and cultural roles may include involvement as the following:</p> <ul style="list-style-type: none"> <li>- Whānau members who contribute towards the learning, development and holistic well-being of tamariki/mokopuna within the whānau whānui</li> <li>- Whānau members who understand and promote the place of tamariki /mokopuna as valued members of the community and society</li> <li>- Whānau members who contribute towards the promotion of te reo Māori amongst their whānau, hapū, iwi and community, kura kaupapa Māori and marae.</li> </ul>
<p><b>Guiding principles</b></p>		<p><b>Mana Reo</b></p> <p>This kaupapa 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.</p> <p>“Ko te reo te mauri o te mana Māori”</p> <p>The language is the life force of the Māori people.</p> <p><b>Rangatiratanga</b></p> <p>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 to mokopuna and their whānau. This includes knowledge of local kawa and tikanga; use of te reo Māori; demonstration/role-modelling of positive behaviours based on kaupapa Māori principles; and meeting legal and ethical</p>

	<p>requirements in a professional manner.</p> <p><b>Whakamana</b></p> <p>This kaupapa refers to the skills and knowledge needed to support the protection, maintenance and strengthening of the mauri, mana and tapu of the mokopuna and their whānau, through the delivery of culturally appropriate and effective activities to empower the mokopuna to learn and grow.</p> <p><b>Manaakitanga</b></p> <p>This kaupapa signifies as fundamental the ability of early learning educators, to work with mokopuna, together with their whānau, in: a caring, mana-enhancing and culturally appropriate way; and where the focus is on strengths and abilities, to empower mokopuna to learn and grow.</p> <p><b>Whanaungatanga / Ngā Hononga / Whānau Tangata</b></p> <p>These kaupapa highlight the importance of Māori cultural values, te reo Māori, tikanga and kawa in establishing, building and maintaining quality relationships within and whānau; hapū, iwi and hapori; health and/or social service providers; and other key stakeholders important to the learning and development of mokopuna.</p> <p><b>Kotahitanga</b></p> <p>This kaupapa is expressed as the as 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 and delivery of activities to reflect a holistic way of learning.</p>
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## Qualification specifications

<b>Qualification award</b>	<p>This qualification may be awarded by any education organisation accredited to deliver a programme leading to the qualification.</p> <p>If the education organisation has been awarded the Mātauranga Māori Quality (MMQ) Mark for a programme leading to this qualification, the certificate will also display the MMQ Mark.</p>
<b>Evidence requirements for assuring consistency</b>	<p>Evidence of the following may be provided for consistency:</p> <ul style="list-style-type: none"> <li>- internal and external moderation reports</li> <li>- actions taken by the education organisation in response to feedback from graduates, current students, tutors/assessors</li> <li>- graduate destination data</li> <li>- programme completion data and course results</li> <li>- benchmarking across common programmes</li> <li>- Relevant MMEQA external evaluation and review data where applicable.</li> </ul>

	<ul style="list-style-type: none"> <li>- Programme evaluation reports</li> <li>- Portfolios of learner work</li> <li>- Site visit reports.</li> </ul>
<b>Minimum standard of achievement and standards for grade endorsements</b>	Achieved
<b>Other requirements for the qualification (including regulatory body or legislative requirements)</b>	None

## General conditions for the programme leading to the qualification

<b>General conditions for programme</b>	<p>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.</p> <p>This kaupapa also relates to kaitiakitanga, whanaungatanga and manaakitanga, as expressed in Te Hono o te Kahurangi.</p>
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### Conditions relating to the Graduate profile

Qualification outcomes		Conditions
1	<p>Use basic reo structures and tikanga practices in daily activities to communicate and interact with mokopuna and whānau as an expression of mana reo.</p> <p>Credits 15</p>	Please refer to <a href="http://www.nzqa.govt.nz/maori/">http://www.nzqa.govt.nz/maori/</a> for programme content guidance.
2	<p>Demonstrate knowledge of curriculum activities that supports and asserts cultural identity as an expression of whakamana.</p> <p>Credits 10</p>	
3	<p>Work with whānau to create a safe and appropriate environment that supports the learning and development of mokopuna and whānau as an expression of ngā hononga, whānau tangata, whanaungatanga and manaakitanga.</p> <p>Credits 10</p>	
4	<p>Work collaboratively with whānau in the delivery of activities that embraces a holistic view of the learning and development of mokopuna as an expression of kotahitanga.</p>	

	Credits 10	
5	Reflect on own performance to design a self-management plan as an expression of rangatiratanga. Credits 15	