

Qualification details

Te nama o te tohu mātauranga / Qualification number	2855		
Taitara / Title	Te Mana o te Mokopuna		
Taitara Ingarihi / English title	New Zealand Certificate in a Māori World View of Early Learning		
Te putanga / Version number	2	Qualification type/Te momo tohu	Certificate
Te kaupae / Level	3	Credits/Ngā whiwhinga	60
Whakaraupapa / NZSCED	090503 - Society and Culture>Human Welfare Studies and Services > Nannyng and Early Childcare		
Te kaihangā tohu / Qualification developer	Māori Qualifications Services (NZQA)		
Te rā arotake / Review Date	December 2025		

Outcome statement/Te tauāki ā-hua

<p>Te Rautaki o te tohu / Strategic Purpose statement</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 supervision demonstrate knowledge of Māori philosophies and theories of mātauranga Māori in a range of learning contexts.</p> <p>This qualification does not lead to teacher registration, but it may be possible to proceed to commence a Level 7 initial teacher education (ECE) qualification, under specified criteria.</p>

<p>Ngā hua o te tohu / Graduate Profile</p> <ol style="list-style-type: none"> 1. Use a range of reo structures and tikanga practices in daily activities to communicate and interact with mokopuna and whānau as an expression of mana reo. 2. Develop a range of curriculum activities that support cultural identity as an expression of whakamana. 3. Apply best practice standards in an early learning setting as an expression of te pono me te tika. 4. Provide support alongside kaimahi, whānau and others to work collaboratively to plan learning experiences that support a Māori holistic view of learning and development of mokopuna as an expression of kotahitanga.
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5. Build respectful relationships to support the learning and development of mokopuna and whānau as an expression of whanaungatanga.
6. Reflect on own performance and practice as an expression of rangatiratanga.

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 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, 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 Puāwaitanga o te Mokopuna (Kaupae 3) [Ref:2855]
- New Zealand Certificate in Early Childhood Education and Care (Level 4) [Ref: 2850]
- New Zealand Certificate in Tiaki Kuia, Koroua (Kaupae 4) [Ref: 2874]
- New Zealand Certificate in Māori Environment Practices Kaupae 4) [Ref: 2346]
- New Zealand Certificate in Whānau ora (Kaupae 4) [Ref: 2878]

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 the skills and knowledge to work or gain employment in limited supervised kaiāwhina roles at:

- Kōhanga Reo
- Kōhanga Reo ā-Kāinga

- Early childcare Services
- Kura Kaupapa Māori
- Health Services and/or Social Services (working with mokopuna and whānau)
- Whānau Ora
- Ngā Toi Māori
- Puna Reo
- Iwi, Rūnanga services
- Home-based services

Ngā tauwhāitanga o te tohu / Qualification Specifications

<p>Te whakawhiwhinga o te tohu / Qualification Award</p>	<p>This qualification may be awarded by any educational organisation accredited to deliver a programme leading to the qualification.</p>
<p>Ngā taunaki hei whakaū i te tauritenga / Evidence requirements for assuring consistency</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"> • Effective internal and external moderation processes, including internal moderation results relating to graduate outcomes • 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). • Portfolios of work. • Samples of assessment materials. • Samples of learner work. • Programme completion data and course results. • Moderation outcomes which may include moderation/benchmarking across common programmes. • Relevant external evaluation and review data where applicable. • Employer surveys. • Graduate surveys. • Whānau, hapū, iwi, hāpori surveys. • Programme evaluation reports • Benchmarking with other providers • Site visit reports • Other relevant and reliable evidence.
<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</p>	<p>Achieved</p>

endorsements	
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)	None
Ngā tikanga whānui o te hōtaka / General conditions for programme leading to the qualification	<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 [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 “blocks” of time. E.g. two weeks at 30 hours per week in a practicum placement.</p> <p>Programmes need to provide evidence of opportunities to learn about and work with mokopuna from birth to 5 years of age and their whānau.</p> <p>Programmes may be designed to meet the practicing requirements of kaiako and kaiāwhina working in a particular sector e.g. Te Kōhanga Reo, Puna Reo, Home-based, Playcentre, Bilingual ECE Services.</p> <p>For the purposes of this qualification the following definitions are provided:</p> <ul style="list-style-type: none"> • 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. <p>This may be a requirement for licensing for some types of ECE service e.g. Home-based programmes leading to the</p>

	<p>award of this qualification should identify the context and must justify the allocation of credits to graduate profile outcomes within the programme, in light of the requirements of the context and programme design.</p> <p>The context for the delivery of programmes leading to the award of this qualification should actively support Māori preferred ways of teaching, learning, learning support and pastoral care.</p> <p>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.</p> <p>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.</p> <p>Programmes should consider relevant ECE codes of ethics in accordance with tikanga Māori.</p> <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> <p>Please refer to: https://www.nzqa.govt.nz/maori-and-pasifika/field-maori-programme-development-support/early-learning-matauranga for programme guidance.</p>
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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 a 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	
2.	Develop a range of curriculum activities that support cultural identity as an expression of whakamana.	15 Credits	
3.	Apply best practice standards in an early learning setting as an expression of te pono me te tika.	10 Credits	
4.	Provide support alongside kaimahi, whānau and others to work collaboratively to plan learning experiences that support a Māori holistic view of learning and development of mokopuna as an expression of kotahitanga.	5 Credits	

5.	Build respectful relationships to support the learning and development of mokopuna and whānau as an expression of whanaungatanga.	5 Credits	
6.	Reflect on own performance and practice as an expression of rangatiratanga	10 Credits	

He kōrero whakawhiti / Transition information

He kōrero mō te whakakapi / Replacement information	
Kō ētahi atu kōrero mō te whakakapi / Additional transition information	Version Information Version 2 of this qualification was published in November 2020 following a scheduled review. Please refer to Qualifications and Assessment Standards Approvals for further information. The last date of assessment for version 1 is 31 December 2023. 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: PO Box 160 Wellington 6140 Telephone: 04 463 3000 Email: mqs@nzqa.govt.nz Website: www.nzqa.govt.nz