

## Te Hono o Te Kahurangi: Qualification details

<b>Te Reo Māori title</b>	Te Mana o Te Mokopuna (Kaupae 3)		
<b>English interpretation of te Reo Māori title</b>	New Zealand Certificate in a Māori World View of Early Learning (Level 3)		
<b>Version</b>	1	<b>Qualification type</b>	Certificate
<b>Level</b>	3	<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 contexts.</p> <p>Graduates of this qualification will be able to under supervision apply knowledge of Maori philosophies and theories of early learning education 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 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.</li> <li>- Develop curriculum activities that support cultural identity as an expression of whakamana.</li> <li>- Identify best practice standards in an early learning setting as an expression of te pono me te tika.</li> <li>- Work collaboratively with whānau and others to plan and structure activities that embraces the holistic development of mokopuna as an expression of kotahitanga.</li> <li>- Build quality relationships to support the learning and</li> </ul>	

		<p>development of mokopuna and whānau as an expression of ngā hononga and whānau tangata and whanaungatanga and manaakitanga.</p> <ul style="list-style-type: none"> <li>– Reflect and review own performance and practice to develop 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 Puāwaitanga o Te Mokopuna (Kaupae 4) [Ref: 2856].</li> <li>– New Zealand Certificate in Early Childhood Education and Care (Level 4) [Ref: 2850]</li> <li>– New Zealand Certificate in Tiaki Kuia, Koroua (Kaupae 4) [Ref: 2874]</li> <li>– New Zealand Certificate in Māori Environment Practices (Kaupae 4) [Ref: 2346]</li> <li>– New Zealand Certificate in Whānau Ora (Kaupae 4) [Ref: 2878].</li> </ul>
	<p><b>Employment / Cultural / Community pathway</b></p>	<p>Graduates of this qualification will have the skills and knowledge to work or gain employment in limited supervised kaiāwhina roles at:</p> <ul style="list-style-type: none"> <li>– Kōhanga Reo</li> <li>– Early Childcare services</li> <li>– Kura</li> <li>– Health and/or Social services (working with mokopuna and whānau)</li> <li>– Whānau ora.</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 requirements in a professional manner.</p> <p><b>Whakamana</b></p> <p>This kaupapa refers to the skills and knowledge needed to</p>	

	<p>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>Te Pono me te Tika</b></p> <p>This kaupapa highlights the importance of Māori cultural values, te reo Māori, tikanga and kawa in meeting legal obligations, compliance issues, systems, procedures, and ethics, that is socially and culturally important to the learning and development of mokopuna.</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 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

<p><b>Qualification award</b></p>	<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>
<p><b>Evidence requirements for assuring consistency</b></p>	<p>Evidence of the following may be provided for consistency events:</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> <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>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 '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 with 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"> <li>- Supervision – the learner will have a suitably qualified/experienced supervising/supporting mentor/kaumātua who will assess the student's practice against requirements</li> <li>- Requirements – specific assignment tasks, competencies and responsibilities should be evident in the learners' practice. These should be cumulative over the course of the qualification.</li> <li>- 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.</li> </ul>
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	<p>Programmes leading to the 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.</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>
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#### Conditions relating to the Graduate profile

Qualification outcomes		Conditions
1	<p>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.</p> <p>Credits 15</p>	<p>Please refer to <a href="http://www.nzqa.govt.nz/maori/field-maori-programme-development-support/">http://www.nzqa.govt.nz/maori/field-maori-programme-development-support/</a> for programme content guidance.</p>
2	<p>Develop curriculum activities that support cultural identity as an expression of whakamana.</p> <p>Credits 15</p>	
3	<p>Identify best practice standards in an early learning setting as an expression of te pono me te tika.</p> <p>Credits 10</p>	
4	<p>Work collaboratively with whānau and others to plan and structure activities that embraces the holistic development of mokopuna as an expression of kotahitanga.</p> <p>Credits 5</p>	

5	<p>Build quality relationships to support the learning and development of mokopuna and whānau as an expression of ngā hononga and whānau tangata and whanaungatanga and manaakitanga.</p> <p>Credits 5</p>	
6	<p>Reflect and review own performance and practice to develop a self-management plan an expression of rangatiratanga.</p> <p>Credits 10</p>	