

Te Hono o Te Kahurangi: Qualification details

Te Reo Māori title	Te Tipuranga o Te Mokopuna (Kaupae 5)		
English interpretation of te Reo Māori title	New Zealand Diploma in a Māori World View of Early Learning (Level 5)		
Version	1	Qualification type	Diploma
Level	5	Credits	120
NZSCED	090503 – Society and Culture > Human Welfare Studies and Services > Nannyng and Early Childcare		
Qualification developer	NZQA, Māori Qualifications Services		
Next review	December 2020		
Approval date	January 2016		
Strategic purpose statement	<p>This qualification is intended for people who wish to pursue a career in early learning education and training based on Mātauranga Māori. Graduates of this qualification will be able to independently 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 but it may 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>		
Outcome Statement	Graduate profile	<p>Graduates of this qualification will be able to:</p> <ul style="list-style-type: none"> – Use in-depth operational and technical te reo structures and tikanga practices in daily activities to communicate and interact with mokopuna and whānau as an expression of mana reo. – Review, assess and evaluate curriculum activities as appropriate to providing a quality program of teaching and learning for mokopuna and whānau as an expression of whakamana and te pono me te tika. – Critically reflect on self, others and learning programme performance grounded in mātauranga Māori values, as an expression of whakamana and rangatiratanga. – Develop and implement relationship and communication strategies to address and support the learning and development needs of mokopuna as an expression of ngā hononga, whānau tangata, whanaungatanga and manaakitanga. 	

<p>Education pathway</p>	<p>This qualification may lead to:</p> <ul style="list-style-type: none"> - Te Rangatiratanga o Te Mokopuna (Kaupae 6) [Ref: 2858] - The New Zealand Diploma in Early Childhood Education and Care (Level 6) [Ref: 2852]
<p>Employment / Cultural / Community pathway</p>	<p>Graduates of this qualification will have the skills and knowledge to work or gain employment as a kaiako in :</p> <ul style="list-style-type: none"> - Kōhanga Reo - Puna Reo - Māori Public Health services - Early childhood services - Home-based services. <p>Use transferable skills and knowledge such as te reo in the:</p> <ul style="list-style-type: none"> - Māori Media Industry. <p>Use Te Reo, Manaakitanga and systems and processes in the:</p> <ul style="list-style-type: none"> - Hospitality Industry - Social Development Industry. <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 community for future and current generations.</p>
<p>Guiding principles</p>	<p>Mana Reo</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>Rangatiratanga</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>Whakamana</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, safe and effective</p>

	<p>activities that empower the mokopuna to learn and grow.</p> <p>Te Pono me te Tika</p> <p>This kaupapa encompasses important aspects of tikanga and kawa, legal obligations, compliance issues, systems and procedures, processes and ethics, and acting in a way that is socially and culturally responsible. It also looks into how these tools can be utilised to achieve the best outcomes for mokopuna and whānau.</p> <p>Whanaungatanga / Ngā Hononga / Whānau Tangata</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>Kotahitanga</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

Qualification award	<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>
Evidence requirements for assuring consistency	<p>Evidence of the following may be provided for consistency:</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 <p>Must include feedback from graduates, current students, tutors/assessors, and graduate destinations (such as employers, next programme provider, the community/other stakeholders)</p> <ul style="list-style-type: none"> - Samples of assessment materials - Samples of Learner assessments/work - Programme completion data and course results - Moderation outcomes which may include - B/Benchmarking across common programmes - Relevant MMEQA external evaluation and review data where

	<p>applicable</p> <ul style="list-style-type: none"> - Programme evaluation reports - Portfolios of work - Site visit reports - Other relevant and reliable evidence - Relevant MMEQA external evaluation and review data.
Minimum standard of achievement and standards for grade endorsements	Achieved
Other requirements for the qualification (including regulatory body or legislative requirements)	<p>Academic</p> <p>Learners enrolling are expected to have a minimum of 4 years secondary schooling (final year equivalent to Year 12), relevant NCEA credits at Level 2, and show potential to study at Level 5 with adequate literacy and numeracy skills.</p> <p>Alternatively, learners enrolling are recommended to hold one of the following qualifications, or equivalent knowledge, skills and experience.</p> <ul style="list-style-type: none"> - Te Mana o Te Mokopuna (Kaupae 3) [Ref: 2855] - Te Puāwaitanga o Te Mokopuna (Kaupae 4) [Ref: 2856]. <p>Language Proficiency</p> <p>NZQF Level 3 Proficiency of Te Reo Māori or equivalent is required for this qualification.</p> <p>Safety checks</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 http://childrensactionplan.govt.nz/.</p>

General conditions for the programme leading to the qualification

General conditions for programme	<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 120 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</p>
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qualification through regular placements or in 'blocks' of time. E.g. four weeks at 30 hours per week in a practicum placement. Where this qualification leads to, or forms part of, a recognised level 7 teaching qualification, the professional experience/practicum elements would need to meet the Education Council of Aotearoa New Zealand requirements for initial teacher education programmes.

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.

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

The Education Council of Aotearoa New Zealand and NZQA have specific requirements for initial teacher education programmes at Level 7, which Level 5 and 6 qualifications would need to match to enable consideration for credit recognition. Progressions should be clearly considered in the programme design; along with any restrictions on portability of learning being explicitly outlined.

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.

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

Conditions relating to the Graduate profile

Qualification outcomes		Conditions
1	<p>Use in-depth operational and technical te 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 30</p>	<p>Please refer to http://www.nzqa.govt.nz/maori/field-maori-programme-development-support/ for programme content guidance.</p>
2	<p>Review, assess and evaluate curriculum activities as appropriate to providing a quality program of teaching and learning for mokopuna and whānau as an expression of whakamana and te pono me te tika.</p> <p>Credits 30</p>	
3	<p>Critically reflect on self, others and learning programme performance grounded in mātauranga Māori values, as an expression of whakamana and rangatiratanga.</p> <p>Credits 30</p>	
4	<p>Develop and implement relationship and communication strategies to address and support the learning and development needs of mokopuna as an expression of ngā hononga, whānau tangata, whanaungatanga and manaakitanga.</p> <p>Credits 30</p>	