

Te Hono o te Kahurangi: Qualification details

Te Reo Māori title	Te Rangatiratanga o Te Mokopuna (Kaupae 6)		
English interpretation of te Reo Māori title	New Zealand Diploma in a Māori World View of Early Learning (Level 6)		
Version	1	Qualification type	Diploma
Level	6	Credits	120
NZSCED	090503 – Society and Culture > Human Welfare Studies and Services > Nannying 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 proficient in te reo Māori, who wish to pursue a career working as a lead kaiako in a te reo Māori immersion or bi-lingual setting. The purpose of this qualification is to provide graduates with an in-depth knowledge, skills and experiences in mātauranga Māori early learning education that can be applied in early learning contexts.</p> <p>This qualification does not lead to teacher registration.</p> <p>Graduates of this qualification will be able to apply, analyse and critique a range of standard and non-standard processes self and others performance and develop solutions or challenges in a te reo Māori immersion or bi-lingual setting.</p>		
Outcome Statement	Graduate profile	<p>Graduates of this qualification will be able to:</p> <ul style="list-style-type: none"> - Manage and lead the development of te reo and tikanga growth strategies to support mokopuna in own and other environments as an expression of mana reo. - Lead operational aspects in reo immersion or bi-lingual environments as an expression of whakamana and te tika me te pono. - Critically analyse and evaluate the effectiveness of programme activities in developing and sustaining the cultural values and beliefs of the whānau and mokopuna as an expression of whakamana and rangatiratanga. - Lead and manage effective relationships as a coordinated approach that supports the learning and the development of 	

		<p>mokopuna as an expression of kotahitanga, whanaungatanga whānau tangata and ngā hononga.</p> <ul style="list-style-type: none"> – Lead and model curriculum strategies that supports and guides the development and growth of mokopuna as an expression of manaakitanga and rangatiratanga
	Education pathway	Graduates may wish to continue with study at Degree level in Early Childhood Education.
	Employment / Cultural / Community pathway	<p>Graduates of this qualification will have the skills and knowledge to work or gain employment in:</p> <ul style="list-style-type: none"> – Kōhanga Reo and/or Puna Reo as kaiako matua. – Ngā Toi Māori as Māori performers, or becoming weavers, carvers. – Māori Public Health services. – Early childhood services. – Home-based services. <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> <ul style="list-style-type: none"> – Contribution to Māori communities in the following: – Kaiarahi or kaitakawaenga to lead marae obligations and responsibilities on behalf of whānau, hapū and/or iwi – Develop and/or lead initiatives to whakamana mokopuna to learn and grow as a valued member of the whānau, hapū, iwi and the hapori – Develop and/or lead innovative ideas for the resurgence and retention of te reo Māori amongst whānau, hapū, iwi and hapori – Lead and manage projects that build the capacity and capabilities base of whānau hapū and/or iwi to govern over their asset base.
Guiding principles		<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;</p>

	<p>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 and effective activities to empower the mokopuna to learn and grow.</p> <p>Te Pono me te Tika</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>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 events:</p> <ul style="list-style-type: none"> - Internal and external moderation reports - Actions taken by the education organisation in response to feedback from graduates, current students, tutors/assessors - Graduate destination data - Programme completion data and course results

	<ul style="list-style-type: none"> - Benchmarking across common programmes - Relevant MMEQA external evaluation and review data where applicable. - Programme evaluation reports - Portfolios of learner work - Site visit reports.
<p>Minimum standard of achievement and standards for grade endorsements</p>	<p>Achieved</p>
<p>Other requirements for the qualification (including regulatory body or legislative requirements)</p>	<p>Māori Qualifications Services recognises the importance and value of prior learning achieved within both formal and informal settings.</p> <p>Processes may include:</p> <ul style="list-style-type: none"> - recognition for people who have worked in Māori heritage settings for a period of time, or who have mātauranga Māori knowledge and skills, and have not had any formal recognition of their skills; - assisting people to upgrade previously gained qualifications; - credit for learning achieved in previously gained qualifications that aligns with outcomes in this qualification. <p>To facilitate credit transfer, education organisations must clearly demonstrate the equivalency or comparability between each of the outcomes in the graduate profile, and the assessment components of their programmes.</p> <p>Education organisations must have policies and procedures in place for managing credit transfer, and assessing recognition of prior learning and recognition of current competency. These policies and procedures, and associated fees must be available to candidates prior to enrolment.</p> <p>Credit transfer into an approved Level 7 Initial Teacher Education programme must meet the requirements and have the approval of both the Education Council of Aotearoa New Zealand and NZQA and must be considered as part of a coherent body of knowledge.</p> <p>Assessment standards already achieved by the candidate, which are specified in this qualification, may be credited to the qualification.</p> <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 6 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 Puāwaitanga o Te Mokopuna (Kaupae 4) [Ref: 2856] - Te Tipuranga o Te Mokopuna (Kaupae 5) [Ref: 2857] <p>Applicants over 20 years of age who do not meet the above criteria need to show evidence of potential to study at tertiary Level 5.</p> <p>Te Reo Māori Proficiency</p> <p>NZQF Level 4 or 5 proficiency for 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>
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General conditions for the programme leading to the qualification

<p>General conditions for programme</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 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.</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"> - Supervision – the learner will have a suitably qualified/experienced supervising/supporting mentor/kaumātua who will assess the student's practice against requirements.
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	<ul style="list-style-type: none"> - 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>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.</p> <p>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.</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.</p> <p>Programmes must consider relevant ECE codes of ethics in accordance with tikanga Māori.</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>Manage and lead the development of te reo and tikanga growth strategies to support mokopuna in own and other environments as an expression of mana reo.</p> <p>Credits 25</p>	<p>Please refer to http://www.nzqa.govt.nz/maori/field-maori-programme-development-support/ for programme content guidance.</p>
2	<p>Lead operational aspects in reo immersion or bi-lingual environments as an expression of whakamana and te tika me te pono.</p> <p>Credits 25</p>	

3	<p>Critically analyse and evaluate the effectiveness of programme activities in developing and sustaining the cultural values and beliefs of the whānau and mokopuna as an expression of whakamana and rangatiratanga.</p> <p>Credits 25</p>	
4	<p>Lead and manage effective relationships as a coordinated approach that supports the learning and the development of mokopuna as an expression of kotahitanga, whanaungatanga whānau tangata and ngā hononga.</p> <p>Credits 20</p>	
5	<p>Lead and model curriculum strategies that supports and guides the development and growth of mokopuna as an expression of manaakitanga and rangatiratanga</p> <p>Credits 25</p>	