

## Qualification details

<b>Title</b>	New Zealand Certificate in Ngā Taonga Tākaro		
<b>Version</b>	1	<b>Qualification type</b>	Certificate
<b>Level</b>	4	<b>Credits</b>	40
<b>NZSCED</b>	092101 Society and Culture > Sport and Recreation > Sport and Recreation Activities		
<b>Qualification developer</b>	Skills Active Aotearoa Limited		
<b>Next review</b>	31 October 2023		
<b>Approval date</b>	October 2018		
<b>Strategic purpose statement</b>	<p>This qualification will provide whānau, hapū and iwi with graduates who have the knowledge and understanding of kaitiakitanga, uaratanga, whakapono and korero whakapapa ā-iwi/rohe to actively advance the tikanga of Ngā Taonga Tākaro in relationship to facilitation, guidance and basic instruction.</p> <p>It will provide the community with adept practitioners who have the applied skills to facilitate Ngā Taonga Tākaro initiatives for whānau, hapū, iwi or roopu.</p> <p>Kia mau ki ngā taonga tākaro hei ara ki te ao Māori hei tāura here ki te oranga tangata, oranga iwi, oranga hapu.</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>– Develop a range of resources and materials, demonstrating innovation and creativity, in relation to Ngā Taonga Tākaro.</li> <li>– Identify key values and principles of Ngā Taonga Tākaro, and apply these to a range of dynamic issues pertaining to atua, whenua, moana, tangata, and wai.</li> <li>– Apply knowledge and standards of Ngā Taonga Tākaro and implement key practices and protocols in relation to whakapapa, atua, whenua, moana, tangata, and wai.</li> <li>– Identify relevant metaphoric references of Ngā Taonga Tākaro in accordance with iwi/rohe variations and application.</li> </ul>	
	<b>Education pathway</b>	<p>This qualification may build on:</p> <ul style="list-style-type: none"> <li>- New Zealand Certificate in Ngā Taonga Tākaro (Level 3) [Ref: 3864], or</li> <li>- Te Pōkaitahi Tikanga (Waka, Rongoā, Te Ara Nunumi, Mātauranga Māori, Māori Development, Rangahau) (Kaupae 2) [Ref: 3038], or</li> <li>- New Zealand Certificate in Sport, Exercise and Leisure Operations (Level 3) [Ref: 3225].</li> </ul> <p>Graduates of this qualification may pathway into:</p> <ul style="list-style-type: none"> <li>- New Zealand Certificate in Ngā Taonga Tākaro (Level 5) [Ref: 3866], or</li> <li>- Te Pōkaitahi Tikanga (Waka, Rongoā, Te Ara Nunumi, Mātauranga Māori, Māori Development, Rangahau) (Kaupae 4) [Ref: 3040], or</li> </ul>	

		- Te Tohu Tauihu (Kaupae 4) [Ref: 3051].
	<b>Employment / community / culture pathway</b>	Graduates of this qualification can volunteer or be employed facilitating Ngā Taonga Tākaro initiatives for whānau, hapū, iwi and communities, including roles such as kaiwhakahaere for He Oranga Poutama, Rangatahi Tū Rangatira, and Regional Sports Trusts.
	<b>Guiding Kaupapa</b>	<p><b><i>Kaitiakitanga</i></b> Refers to the skills and knowledge supporting the protection, maintenance and strengthening of the mauri, mana, tapu and taiao of Māori and their whānau, hapū and iwi through the delivery of Ngā Taonga Tākaro.</p> <p><b><i>Uaratanga</i></b> Refers to the values, principles, protocols which set the boundaries for how we conduct ourselves in Ngā Taonga Tākaro.</p> <p><b><i>Whakapono</i></b> Refers to acting ethically and culturally to enhance and maintain your personal and environmental integrity, through Ngā Taonga Tākaro.</p> <p><b><i>Korero Whakapapa ā-iwi/rohe</i></b> The ability to utilise Ngā Taonga Tākaro as a vehicle for iwi to express their specific knowledge. This includes knowledge of local kawa and tikanga; use of te reo; demonstration and/or role modelling of positive behaviours.</p>

## Qualification specifications

<b>Qualification award</b>	This qualification may be awarded by any tertiary education organisation with an approved programme of study or industry training leading to the qualification.
<b>Evidence requirements for assuring consistency</b>	<p>All Tertiary Education Organisations (TEOs) will be required to provide evidence during the consistency process to demonstrate how graduates have met the graduate profile.</p> <p>Evidence relevant to this qualification must include, but is not limited to, the following:</p> <ul style="list-style-type: none"> <li>– Whānau, hapū, iwi or roopu feedback;</li> <li>– self-evaluation (e.g. programme evaluation reports, moderation outcomes);</li> <li>– graduate feedback;</li> <li>– graduate progression/destination information;</li> <li>– relevant learning experience undertaken in an outdoor recreation environment that includes logged hours of experience captured in logbooks and workplace verification;</li> <li>– portfolio of relevant experience including learner self-evaluation (where appropriate).</li> </ul>
<b>Minimum standard of achievement and standards for grade endorsements</b>	Achieved.

## General conditions for the programme leading to the qualification

<p><b>General conditions for programme</b></p>	<p><b>Ngā Taonga Tākaro</b> - Traditional Māori Games were an integral aspect of Māori culture, not only used as pastime activities amongst kin groups, but also as a form of peacemaking and relationship building between iwi and hapū very much like the practice underpinning Pa Wars today. This tradition was employed during the Second World War where Māori and Allied soldiers participated in games during downtime - one of these games was 'Te Kī o Rahi'. While in the 19<sup>th</sup> Century here in Aotearoa - New Zealand, traditional Māori games fell into disuse, in America and some parts of Europe Te Kī o Rahi was and still is being played. In recent times, a renaissance of traditional games has taken hold and the awareness and playing of the games are fast, building momentum.</p> <p>All learning and assessment within a programme leading to this qualification must be carried out with respect to Te Tiriti o Waitangi and in accordance with the following, as relevant to role and activity:</p> <ul style="list-style-type: none"> <li>- relevant legislation including Treaty of Waitangi Act 1975, Health and Safety at Work Act 2015, Human Rights Act 1993, Vulnerable Children Act 2014 and subsequent amendments.</li> </ul> <p>If appropriate, learners should also be aware of, and able to successfully meet, the requirements set out in the Vulnerable Children Act 2014.</p> <p>Tertiary Education Organisations developing programmes leading to the award of this qualification should have in place appropriate mechanisms and protocols, to consult, engage and involve local Iwi, and/or mana whenua to provide the required context with regard to local tikanga and kawa.</p> <p>Programmes should reflect the cultural and social aspirations of Māori and Pasifika learners and include culturally appropriate resources and delivery methods.</p> <p>Additional guidance and recommendations for programme development can be found on the Skills Active Aotearoa website <a href="http://skillsactive.org.nz/">http://skillsactive.org.nz/</a>.</p>
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## Conditions relating to the Graduate profile

Qualification outcomes	Conditions
<p>1 Develop a range of resources and materials, demonstrating innovation and creativity, in relation to Ngā Taonga Tākaro.</p> <p>Credits 10</p>	
<p>2 Identify key values and principles of Ngā Taonga Tākaro and apply these to a range of dynamic issues pertaining to atua, whenua, moana, tangata, and wai.</p> <p>Credits 10</p>	
<p>3 Apply knowledge and standards of Ngā Taonga Tākaro and implement key practices and protocols in relation to whakapapa, atua, whenua, moana,</p>	

	tangata, and wai. Credits 10	
4	Identify relevant metaphoric references of Ngā Taonga Tākaro in accordance with iwi/rohe variations and application. Credits 10	