

40066 Describe the strengths of own rangatiratanga and identify how these can guide own short-term goals and future pathways

Kaupae Level	2
Whiwhinga Credit	15
Whāinga Purpose	<p>This standard is for people who need basic learning and employability skills to pursue education or employment pathways. People credited with this Foundation Skills standard are able to describe the strengths of their own rangatiratanga and identify how these can guide their short-term goals and future pathways.</p> <p>This standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862].</p>

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Describe own rangatiratanga in terms of own strengths.	a. Describe characteristics of rangatiratanga.
	b. Describe own strengths.
	c. Describe own strengths in relation to own rangatiratanga.
2. Identify how these strengths can guide own short-term goals.	a. Describe own short-term goals.
	b. Describe how strengths in relation to rangatiratanga can guide own short-term goals.
3. Identify how these strengths can guide own future pathways.	a. Describe own future pathways.
	b. Describe how strengths in relation to rangatiratanga can guide own future pathways.

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

Assessment specifications:

- The requirements of this standard derive from the graduate profile outcomes of the New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862], and are consistent with the *New Zealand Certificates in Foundation and Bridging Supporting Document*. Links provided below.

All activities, including assessment, must reflect the self-development needs of each learner and must be carried out in accordance with the requirements and conditions of the qualification, and should be informed by the *New Zealand Certificates in Foundation and Bridging Supporting Document*. Link provided below.

The primary focus of learning for this standard is on the learner's self-development.

- Content related to this standard may be of a highly personal nature. Full and clear consent of people should be obtained before they participate in any associated learning and assessment. All concerned with the teaching/learning and assessment relating to this standard need to be aware of, and respect, any issues of privacy and confidentiality.
- Learners may be assessed against this standard in a real-life context using naturally occurring evidence or in a realistic simulation. A verifier's checklist is acceptable if accompanied by evidence that includes examples from the learner's performance.
- It is expected that the assessor affirms the learner's ability to repeat their performance against the standard.
- All activities relevant to this standard must reflect ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi).
- All activities must, as relevant to learners and/or this standard, reflect the peoples of the Pacific and other cultures, and their world views.

Ngā momo whiwhinga | Grades available

Achieved.

Ihirangi waitohu | Indicative content

Rangatiratanga is a complex, multi-faceted and context-related concept. For this standard, and subject to local tikanga, rangatiratanga is defined as Māori sovereignty, self-determination, and positive Māori development. As a value it is about mana, and leadership personified. In the context of Māoridom, rangatiratanga is the concept of leading a rōpū to achieve their collective aspirations in a way that acknowledges Māori knowledge and values.

The concept of self-determination is fundamental to foundation education. Ākonga should be encouraged to identify and develop individual strengths and skills of self-determination.

Educators are encouraged to consult with tangata whenua in regard to interpretation of rangatiratanga in their locality. Such interpretations need to be recorded and accepted for moderation purposes.

Future pathways

Future pathways may include further study, employment, or community-based or whānau activities.

Ākonga are encouraged to describe their future pathways within the context of their strengths and short-term goals. It is understood that these pathways will develop throughout the programme.

Programmes should specify education and/or employment and training pathways but this can be a range of different future pathways to provide flexibility and self-determination for ākonga.

Rauemi | Resources

- New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862]: [Foundation and Bridging qualifications » NZQA](#)
- New Zealand Certificates in Foundation and Bridging Supporting Document: [Foundation and Bridging qualifications » NZQA](#)
- Te Whare Tapa Whā: [Te whare tapa whā and wellbeing | Healthify](#)
- Fono Fale: [Fonofale – Mycare](#)
- Employability skills ([careers.govt.nz](#)).

Pārongo Whakaū Kounga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	NZQA National Qualifications Services
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Core Generic > Core Generic > Foundation Skills - Te Ara Tupu
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0113

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	30 May 2024	N/A
Kōrero whakakapinga Replacement information	N/A		
Rā arotake Planned review date	31 December 2029		

Please contact NZQA National Qualifications Services at nqs@nzqa.govt.nz to suggest changes to the content of this skill standard.