

Title	Teach poi		
Level	6	Credits	35

Purpose	People credited with this unit standard are able to: demonstrate the ability to impart the history and tikanga associated with selected poi, each from different categories; demonstrate the performance of poi items for teaching purposes; manage teaching poi in an environment that is all-inclusive, safe, and enhances teaching practice and fosters engagement; manage poi teaching processes to enhance teaching practice.
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Classification	Māori Performing Arts > Māori Performing Arts Teaching
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Available grade	Achieved
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Guidance Information

- For assessment, it is expected that the original version of the poi is used. The *original version* refers to the composer's original work. Iwi, hapū, or whānau variation (uniqueness) is incorporated into assessment against this unit standard and refers to the origins of poi, kupu, sound, stance, movement and/or imagery conveyed. This is intended to preserve the integrity of the poi and the knowledge within it.
- This unit standard is intended for teachers and tutors of poi and is to be assessed in a teaching and learning situation.
- Those being assessed against this unit standard must teach at least two poi each from different categories. Categories of poi may include but are not limited to – single short poi, double short poi, single long poi, double long poi, quadruple long poi.
- Glossary
Āhuatanga tuku refers to the style or manner, in which the poi item is performed.
History refers to the kaupapa of, and the reason for, a composition; the composer, and when it was composed.
Instructional language refers to appropriate use of oral, physical, visual and/ or written language, which ensures equal learning opportunities regardless of culture, gender, age, physical and learning impairment.
Learners in the context of this unit standard refer to those who have been taught poi by the candidate undertaking assessment against this unit standard.
Physical interpretation in the context of this unit standard refers to the appropriate body movements that portray the essential message of the kupu and kaupapa of the poi item.
Whakapapa in the context of this unit standard refers to the sequential order of events and influencing factors that contributed to the composition of the poi.

5 All sources of information must be referenced.

Outcomes and performance criteria

Outcome 1

Demonstrate the ability to impart the history and tikanga associated with selected poi, each from different categories.

Performance criteria

1.1 The history, whakapapa and āhuetanga of the selected poi are demonstrated to learners according to iwi, hapū, or whānau variation.

Range āhuetanga tuku may include but is not limited to the teaching of – stance, kupu, beat, tempo, facial expressions, actions, te reo.

1.2 Kupu and language features used within the poi items are explained and communicated according to the iwi, hapū, or whānau variation attributed to the item.

1.3 The instructional language used in the demonstration is appropriate for the poi and the teaching situation and purpose.

Range may include but is not limited to – oral, physical, visual, written evidence of at least one is required.

Outcome 2

Demonstrate the performance of poi items for teaching purposes.

Performance criteria

2.1 Features of physical interpretation appropriate to the poi are demonstrated and explained for the purposes of teaching.

2.2 Demonstration displays facilitation skills suited to the teaching situation.

Outcome 3

Manage teaching poi in an environment that is all-inclusive, safe, and enhances teaching practice and fosters engagement.

Performance criteria

3.1 Demonstrate the ability to manage the teaching of the poi

Range may include but is not limited to – splitting into smaller groups and/or working with an individual within a group.

3.2 Teaching practices demonstrate safe practice.

Range recognises skill level and identified individual needs of learners culture, gender, age, physical ability and learning impairment.

Outcome 4

Manage poi teaching processes to enhance teaching practice.

Performance criteria

4.1 Teaching processes are suited to the teaching situation

4.2 Teaching practice is all-inclusive, safe, and fosters engagement

Range includes but is not limited to – planning, preparation, and evaluation documentation.

Planned review date	31 December 2027
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	23 January 1998	31 December 2016
Review	2	21 November 2001	31 December 2016
Review	3	9 December 2010	31 December 2019
Rollover and Revision	4	15 October 2015	31 December 2019
Review	5	18 August 2016	31 December 2022
Rollover and Revision	6	24 February 2022	31 December 2024
Review	7	27 October 2022	N/A

Consent and Moderation Requirements (CMR) reference	0149
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact NZQA Māori Qualifications Services mqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.