

<b>Title</b>	<b>Demonstrate knowledge of Māori learning in adult education and training</b>		
<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>10</b>

<b>Purpose</b>	People credited with this unit standard are able to: explain the concepts and characteristics of Māori learning for adults; explain the application of Te Ao Māori concepts in the development of contemporary adult education and training; describe factors that impact on Māori learning for adults; and understand components of Te Ao Māori to ensure effective programme planning for adult learners.
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<b>Classification</b>	Te Mātauranga Māori me te Whakangungu > Te Mātauranga Māori Whāiti
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<b>Available grade</b>	Achieved
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### Explanatory notes

- 1 Mātauranga Māori is inclusive of all ages and is whānau supported, modelled, and monitored. It is within this context that this unit standard has been developed for adults.
- 2 Glossary  
*Programme plans* refers to the development of a course or courses of education to be delivered to adult learners.  
*Māori learning* refers to traditional Māori concepts and characteristics that stimulate and enhance the learning process, and includes Māori teaching methodologies and pedagogies.  
*Contemporary* refers to the previous 50 years.  
*Traditional* refers to prior to the previous 50 years.

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### Outcomes and evidence requirements

#### Outcome 1

Explain the concepts and characteristics of Māori learning for adults.

#### Evidence requirements

- 1.1 Explanation describes the significance of wairua, tinana, hinengaro, and whatumanawa to Māori learning for adults.

- 1.2 Explanation describes concepts of Māori learning for adults.
- Range concepts may include but are not limited to – ako, tuakana-teina, whanaungatanga;  
evidence of three is required.
- 1.3 Explanation describes characteristics of Māori learning for adults in relation to the learner and gives examples of specific learning environments.
- Range characteristics may include but are not limited to – cultural affirmation, relevance, pace, sensory multi-activity, humour; learning environments may include but are not limited to – kapa haka, marae, hui kāinga, wānanga, classroom, teaching space; evidence of four characteristics within two learning environments is required.

## Outcome 2

Explain the application of Te Ao Māori concepts in the development of contemporary adult education and training.

### Evidence requirements

- 2.1 Explanation describes the influence of Te Ao Māori concepts on adult education and training.
- Range Māori concepts may include but are not limited to – whakarongo, tītiro, kōrero, te rongo ā-tinana, ā-reo, ā-taringa, tautoko, awhi, poipoi, manaaki, taura, mana, whanaungatanga, whakamā, whakapapa, ako, wairuatanga;  
evidence of six is required.
- 2.2 Explanation describes factors which inspired the renaissance of Te Ao Māori concepts being used in the development of contemporary adult education and training settings.
- Range may include but is not limited to - revitalisation of te reo, kaupapa Māori intervention programmes, Māori educational achievement, urbanisation, Māori cultural education systems, tino rangatiratanga;  
evidence of three is required.
- 2.3 Explanation provides an example of how Te Ao Māori concepts are used in a contemporary adult education and training setting.

**Outcome 3**

Describe factors that impact on Māori learning for adults.

Range factors may include but are not limited to – student-tutor relationships, colonisation, communication, te reo, language, environment, socio-political, whānau, tutor competency, personal skills and knowledge, attitudes; evidence of student-tutor relationships, colonisation, communication, plus three others is required.

**Evidence requirements**

3.1 Description identifies factors and outlines how each factor impacts on Māori learning for adults.

**Outcome 4**

Understand components of Te Ao Māori to ensure effective programme planning for adult learners.

**Evidence requirements**

4.1 Key components of Te Ao Māori are examined to ensure effective programme planning.

4.2 Programme plans are compared and contrasted with reference to Te Ao Māori.

Range evidence of three plans is required.

4.3 Programme plans consistent with components of Te Ao Māori are evaluated for effectiveness for adult Māori learners.

Range evidence of three plans is required.

<b>Planned review date</b>	31 December 2021
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**Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	28 April 2003	31 December 2016
Review	2	23 January 2009	31 December 2016
Rollover	3	14 December 2012	31 December 2016
Rollover and Revision	4	15 October 2015	31 December 2018
Review	5	8 December 2016	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0091
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

**Please note**

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the CMR. The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

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**Comments on this unit standard**

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