

<b>Title</b>	<b>Demonstrate knowledge of Māori modes of communication in the education and training of adult learners</b>		
<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>4</b>

<b>Purpose</b>	People credited with this unit standard are able to explain Māori concepts that underpin effective learning relationships between the tutor and the learner, and traditional and contemporary methods of communication for the purpose of adult education and training.
----------------	---

<b>Classification</b>	Te Mātauranga Māori me te Whakangungu > Te Mātauranga Māori Whāiti
-----------------------	--

<b>Available grade</b>	Achieved
------------------------	----------

---

## Explanatory notes

### Glossary

*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 Māori adults.

The term *Māori* is used generically, but with caution to avoid maintaining or perpetuating stereotypes and homogenous approaches to Māori development.

*Contemporary* refers to the previous 50 years.

*Traditional* means prior to the previous 50 years.

*Local* refers to the learner's own iwi or hapū, and may also apply to the context of the local learning environment of the learner.

*Effective learning relationship* is meeting the learners' learning needs, and achievement of learning goals as defined by the learner.

*Traditional Māori methods of communication* may refer to – kanohi ki te kanohi, tangata ki te tangata, wānanga, waiata, mōteatea, oriori, pātere, kaioaraora, ngeri, whakapapa, whakairo, tukutuku, whaikōrero, karanga, taki.

*Contemporary Māori methods of communication* refer to written, oral and visual forms of communication which may include but are not limited to – letters, reports, e-mail, fax, phone, on-line messaging, text messaging, video-conferencing, tele-conferencing.

---

## Outcomes and evidence requirements

### Outcome 1

Explain Māori and non-Māori modes of communication.

**Evidence requirements**

1.1 Māori and non-Māori modes of communication are described and compared to identify their relevance, importance and appropriateness.

Range Māori modes of communication may include but are not limited to - kanohi ki te kanohi, wānanga, waiata, mōteatea, oriori, pātere, kaioraora, ngeri, whakapapa, whakairo, tukutuku, whaikōrero, karanga, taki, wero, tukutuku, whakairo, kōwhaiwhai;  
 Non-Māori modes of communication may include but are not limited to – letters, reports, e-mail, phone, text messaging, video-conferencing, tele-conferencing, social media;  
 evidence of three Māori and three non-Māori modes of communication is required.

1.2 Key people involved in the preservation of mātauranga Māori and their mode of communication in sharing this knowledge is described.

1.3 Modes of communication used by key people involved in the preservation of mātauranga Māori are described.

Range key people may include but is not limited to – kaumātua, kuia, koroua, pakeke, tohunga;  
 evidence of three key people and two modes of communication they use is described.

**Outcome 2**

Explain Māori and non-Māori modes of communication and the appropriateness in an adult education and training context.

2.1 Māori and non-Māori modes of communication in an adult education and training context are described.

Range evidence of three Māori and three non-Māori modes of communication is required.

<b>Planned review date</b>	31 December 2021
----------------------------	------------------

**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
--	------

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.

---

**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.