

<b>Title</b>	<b>Describe the principles of te hiringa taketake</b>		
<b>Level</b>	<b>6</b>	<b>Credits</b>	<b>20</b>

<b>Purpose</b>	People credited with this unit standard are able to describe the principles of te hiringa taketake: in terms of te tuakiri o te tangata, and in relation to the Māori metaphysical world view.
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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 Māori context is whānau, hapū, iwi styles of learning and teaching methods.
- 2 Learners who are not affiliated with an iwi or hapū may nominate an iwi or hapū to use as a case study in order to complete assessment for outcome 2. Learners will also be expected to obtain mandated approval from the nominated iwi or hapū.
- 3 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.  
*Te hiringa taketake* is an analytical process which involves Māori ways of teaching and learning and their application to the Māori world in relation to te tuakiri o te tangata.  
*Te tuakiri o te tangata* includes but is not limited to – mauri, hinengaro, auahatanga, whatumanawa, tinana, wairua, pūmanawa, tapu and noa, mana and wehi, Io Matua, ngākau.  
*Māori learning* refers to traditional Māori concepts and characteristics that stimulate and enhance the learning process, and includes Māori teaching methodologies and pedagogies.

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### Outcomes and evidence requirements

#### Outcome 1

Describe the principles of te hiringa taketake in terms of te tuakiri o te tangata.

#### Evidence requirements

- 1.1 Te hiringa taketake is defined in terms of its principles.

- 1.2 Principles of te hiringa taketake are discussed in relation to current teaching and learning methodologies.
- 1.3 The integration of te reo Māori in te hiringa taketake is discussed in relation to current teaching and learning methodologies.
- 1.4 The significance of tikanga Māori embodied in te reo Māori is discussed in relation to the principles of te hiringa taketake.

## Outcome 2

Describe the principles of te hiringa taketake in relation to the Māori metaphysical world view.

Range te tuakiri o te tangata, whakapapa, te aho matua, kauae runga, kauae raro.

## Evidence requirements

- 2.1 Māori pūrākau and the Māori metaphysical world view are discussed in relation to the principles of te hiringa taketake.

Range may include but is not limited to – Io Matua, Ranginui, Papatūānuku, Hineahu-one, Hine-tītama, Hine-nui-te-pō, Māui, Tāwhaki, Tangaroa, Rongo, Tāne-Mahuta, Tāwhirimātea, Tūmataunga, Haumia-tiketike, Rūaumoko; evidence of six is required.

- 2.2 The significance of a person's own whakapapa is discussed in relation to the principles of te hiringa taketake and the Māori metaphysical world view.

<b>Replacement information</b>	This unit standard replaced unit standard 3695
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<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	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.