

Title	Conduct and present research using Māori concepts and methodologies		
Level	5	Credits	8

Purpose	People credited with this unit standard are able to: describe Māori concepts which underpin Māori research; discuss ethics in Māori research; describe issues influencing approaches to the research of Māori history from oral sources; describe issues and methodologies influencing the research of Māori history from written and other recorded sources; collect and analyse researched information on Māori oral histories; and present research findings.
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Classification	Te Mātauranga Māori me te Whakangungu > Te Mātauranga Māori Whānui
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Available grade	Achieved
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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.

Kanohi ki te kanohi - face to face;
Manaakitanga - hospitality;
Whakarongo - listen;
Pupuri kōrero - repository of traditional narratives;
Tiaki kōrero - confidentiality and intellectual property protection;
Pākehā - early colonists from Britain and Europe.
- Resource support includes but is not limited to the following:

Bishop, R, *Collaborative Research Stories: Whakawhanaungatanga*, (Palmerston North, NZ: Dunmore Press, 1996).

Pere, J, Hītori Māori. In Davis, Collins and Lineham, P (eds), *The Future of the Past: Themes in New Zealand History*, (Palmerston North, NZ: Palmerston North, Department of History, Massey University, 1991).

Royal, T, *Te Haurapa: An Introduction to Researching Tribal Histories and Traditions*, (Wellington, NZ: Bridget Williams Books Ltd, 1994).

Te Awekotuku, N, *He Tikanga Whakaaro: Research Ethics in the Māori Community*, (Wellington, NZ: Ministry of Māori Affairs, 1991).

3 Māori concepts used in this unit standard include:

Whakapapa:

Whakapapa, or genealogy, is used extensively by Māori as a reference point for the documentation of historic events. The history of a tribe is told in conjunction with the genealogy of the key players. Relationships between participants are then able to be established - an important attribute of whakapapa. Research into Māori history in the contemporary sense is often conducted in order to research whakapapa, and vice versa.

Whanau, hapū and iwi:

Research into Māori history is often associated with, or an aspect of, whanau, hapū and iwi research. Therefore, the approaches to Māori history and associated research are often different from western approaches to history and historical research. Māori history also provides explicit links between the histories of whanau, hapū, iwi and Māoridom so the individual is often personally associated with, and affected by, the history.

Tapu (of knowledge).

Māori knowledge has always been subject to varying degrees of tapu. This is particularly so for whakapapa which is an integral part of history for Māori.

Mana.

Māori have had little opportunity to validate their own versions of history and the reclamation of Māori history according to Māori is an important part of the study of Māori history. Mana is also an underpinning concept for the study of Māori history. Translated as power, authority, and respect, mana is a driving force behind many historical events. Aspects of mana which may be covered include mana whenua and mana tangata.

Tikanga is derived from the word 'tika', which means correct or right, and means to do something in the correct way. Tikanga can vary from iwi to iwi and from hapū to hapū. The tikanga appropriate for the gathering of information should be determined by the tikanga of the person or group under research.

4 Definitions

Mātauranga Māori in the context of this unit standard refers to all knowledge pertaining to Te Ao Māori.

Research is the systematic collection of information from primary and/or secondary sources to produce knowledge, understanding and information. The processes are collection, collation, and presentation of material. It may include any combination of the following:

primary research – gathering information from a direct source through interview, participation, and observation;

secondary research – collation of information from existing published and unpublished sources which can include written, oral, or visual resources.

Once gathered and/or collated the data must go through other processes such as analysis, evaluation or comparison in order to produce knowledge, understanding and information.

Research methods refer to the tools or processes used to gather data, interact with people or analyse data and may include but are not limited to – kanohi ki te kanohi, qualitative, quantitative, processes, procedures, tools, interviews, questionnaires.

Research ethics refer to respect and safety issues in research and may include but are not limited to - tikanga, kawa, consultation with iwi, institutional ethics, intellectual property rights, the application of cultural sensitivity when using Māori material.

Research methodologies refer to why research is conducted in particular ways, the theory behind the methods and may include but are not limited to – mātauranga Māori, tikanga Māori, subject complexity, practical benefit.

Recording of data:

Recording of data in this sense refers to the appropriate use of tape recorders, video recorders or taking notes when interviewing Māori. For many Māori, the use of these methods is sometimes inappropriate - depending on the type of history, who is doing the interview and the purpose of the research. Tikanga used in some areas also prohibits the recording of oral accounts in some situations. Therefore, it is important to discuss the way in which the oral history will be recorded with the source.

Presentation of data:

In light of concerns regarding intellectual and cultural property rights, and the sensitive nature of some historic information, the presentation of data must be carefully prepared and monitored. The information presented must be appropriate and suitable for the audience.

Tribal histories and Māori history:

Before the arrival of Pākehā, tangata whenua knew themselves and were known by others as members of a particular tribe or sub-tribe, linked by common descent from eponymous ancestors. Therefore, the term Māori history is often seen as a misnomer and the term tribal histories is the preferred term. However, the study of post-contact history can be viewed from both perspectives as many of the historical events have had an impact on all Māori. It is intended that the term Māori history as used in this unit standard is inclusive of both perspectives.

Outcomes and evidence requirements

Outcome 1

Describe Māori concepts which underpin Māori research.

Range evidence of three concepts is required.

Evidence requirements

1.1 The description includes identification of the impact of Māori concepts on research methodologies.

1.2 Factors pertaining to cultural attitudes towards research are identified.

Range cultural attitudes include those of – iwi, hapū, whānau.

Outcome 2

Discuss ethics in Māori research.

Evidence requirements

2.1 Ethics are discussed in relation to tikanga.

2.2 Ethics are discussed in relation to the protection of mātauranga Māori.

- 2.3 Processes for negotiating access to human and archival resources are defined in accordance with tikanga.

Outcome 3

Describe issues influencing approaches to the research of Māori history from oral sources.

Range oral sources may include but are not limited to – kanohi ki te kanohi, manaakitanga, whakarongo, pupuri kōrero, tiaki kōrero; evidence of kanohi ki te kanohi and two others is required.

Evidence requirements

- 3.1 The description includes details of traditional perspectives to the passing on of oral tribal knowledge.
- 3.2 The description includes details of issues of cultural and intellectual property rights of sources.
- 3.3 The description includes details of methods or ways of approaching Māori for research purposes.
- 3.4 The description includes details of methods for the recording, analysis and presentation of material collected from Māori.

Outcome 4

Describe issues and methodologies influencing the research of Māori history from written and other recorded sources.

Range sources may include – whakapapa; archival records; manuscripts; Māori Land Court records; iwi registers; private collections; books; evidence of three sources is required.

Evidence requirements

- 4.1 The description includes details of methods for accessing information.
- 4.2 The description includes details of methods for the recording, analysis and presentation of material collected from written sources.
- 4.3 The description includes details of research conventions for the use of written records.

Range conventions may include – referencing sources.

Replacement information	This unit standard replaced unit standard 3706.
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Planned review date	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

Consent and Moderation Requirements (CMR) reference	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.

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.