

Title	Demonstrate knowledge and expressions of whanaungatanga		
Level	3	Credits	5

Purpose	People credited with this unit standard are able to demonstrate knowledge and expressions of whanaungatanga.
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Classification	Tikanga > Tikanga Concepts
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Available grade	Achieved, Merit, and Excellence
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Criteria for Merit	Demonstrate in-depth knowledge of whanaungatanga
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Criteria for Excellence	Demonstrate comprehensive knowledge of whanaungatanga
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Guidance Information

- 1 This unit standard is one of a set of five standards (Te Iti a Taranga) designed to help ākonga identify and demonstrate unique aspects of te ao Māori, tikanga, and whānau life. By understanding and expressing these values (mātāpono or uara), ākonga can explain their personal relevance and their importance to whānau wellbeing. These standards are intended for use in various contexts where ākonga gain skills and knowledge within a learning environment or outside an educational setting.
- 2 The basic principles underpinning tikanga are common, but while there are some constants, the details of performing tikanga, and their explanations may differ. These differences can occur at a whānau, hapū, iwi, marae or rohe level. The context of the learning should include the tikanga of the local mana whenua (if possible), but learning others' tikanga is also encouraged. This approach enriches and enhances understanding of tikanga, and the associated reo.
- 3 **Assessment**
This unit standard recognises the knowledge and skills ākonga gain outside formal education. Assessments can occur in learning environments, with evidence gathered from various contexts like home, marae, community, workplace, or educational settings.

Assessment evidence can be gathered and presented in various ways, including oral, visual, written, artwork, social and digital media, dance, drama, and kapa haka performances, photos, roleplay, videos, or portfolios through the collection of naturally occurring evidence.

Assessment of skills may occur in individual or group settings, but each candidate must demonstrate individual competence.

Natural Occurring Assessment (NOA) can occur outside an educational setting. These NOA events may meet the required standards, but evidence must be collected to confirm the ākongā has met the criteria. This evidence can include attestation forms, with additional kōrero taunaki from assessors or observers (such as teachers, tutors, workplace supervisors, or subject matter experts), and other evidence provided by the ākongā.

- 4 *Demonstrate in-depth knowledge of whanaungatanga* for kaiaka/merit will be evidenced through:
- Providing examples that illustrate in-depth knowledge and expressions of whanaungatanga in how it is applied in personal and whānau wellbeing.
 - Describing whanaungatanga as an expression of personal and whānau wellbeing in terms of kawa and tikanga that strengthens connections with whānau and contributes to collective wellbeing.
- 5 *Demonstrate comprehensive knowledge of whanaungatanga* for kairangi/excellence will be evidenced through:
- Providing examples that illustrate comprehensive knowledge and expressions of whanaungatanga in how it is applied in personal and whānau wellbeing.
 - Describing whanaungatanga as an expression of personal and whānau wellbeing in terms of kawa and tikanga that enhances whānau wellbeing across hapū, iwi and wider networks.
- 6 Definitions
- Expressions* refer to how a concept is demonstrated or shown through actions, behaviours and interactions.
- Kawa* are the protocols or customs of the marae (and inside the wharenuī); particularly those related to formal activities such as pōwhiri, karanga, whaikōrero etc. Kawa can be particular to marae, and may vary amongst whānau, hapū, and iwi.
- Tikanga* refers to Māori values, processes and practices exercised by Māori in their daily lives. These reflect the concepts upon which they are based and provide guidelines for appropriate behaviour and conduct in Māori society. They also prescribe consequences for any breaches or when tikanga is not followed. Tikanga can be particular to whānau, hapū, iwi, marae, rohe or hapori.
- Whanaungatanga* highlights the importance to Māori of quality relationships, developed through shared experiences and working together, which provides people with a sense of belonging. It embraces a whānau-centred approach to developing those skills and strategies that relate to communications and relationships, such as being able to establish, maintain and enhance relationships; behaving in a manner that upholds the mana of others, as well as one's own; and understanding the significance of peoples' varying needs, roles and responsibilities, and the contribution that each person makes to the wellbeing of the whānau.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of whanaungatanga.

Evidence of at least two specific examples is required.

Performance criteria

- 1.1 Whanaungatanga is described in terms of personal wellbeing.
- 1.2 Whanaungatanga is described in terms of whānau wellbeing.

Outcome 2

Demonstrate expressions of whanaungatanga.

Evidence of at least two specific examples is required.

Performance criteria

- 2.1 Expressions of whanaungatanga are demonstrated in relation to personal wellbeing.
- 2.2 Expressions of whanaungatanga are demonstrated in relation to whānau wellbeing.

Planned review date	31 December 2028
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	26 November 2020	31 December 2026
Review	2	24 April 2025	N/A

Consent and Moderation Requirements (CMR) reference	0226
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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 the NZQA Māori Qualification Services mqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.