

Title	Facilitate knowledge and standards of ngā taonga tākarō		
Level	4	Credits	10

Purpose	People credited with this standard are able to: demonstrate knowledge of te reo Māori to facilitate the kaupapa of ngā taonga tākarō; demonstrate confident facilitation skills to promote the kaupapa of ngā taonga tākarō; communicate the kaupapa of ngā taonga tākarō in accordance with the tikanga and kawa of a local iwi or hapū; and demonstrate leadership of ngā taonga tākarō at a competitive level.
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Classification	Ngā Mahi ā te Rēhia > Ngā Taonga Tākarō
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Available grade	Achieved
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Guidance Information

1 Guiding Kaupapa

The following principles are the underpinning kaupapa that should guide learning and assessment towards this unit standards as they are guiding kaupapa in the practice of ngā taonga tākarō:

- Kaitiakitanga
Refers to the skills and knowledge supporting the protection, maintenance and strengthening of the mauri, mana, tapu and taiao of Māori and their whānau, hapū and iwi through the delivery of ngā taonga tākarō.
- Uaratanga
Refers to the values, principles, protocols which set the boundaries for how we conduct ourselves in ngā taonga Tākarō dependent on iwi and rohe variations and on the type and expression of ngā taonga takarō being played.
- Whakapono
Refers to acting ethically and culturally to enhance and maintain your personal and environmental integrity, through ngā taonga tākarō.
- Korero Whakapapa ā-iwi/rohe
The ability to utilise ngā taonga tākarō as a vehicle for iwi to express their specific knowledge. This includes knowledge of local kawa and tikanga; use of te reo; demonstration and/or role modelling of positive behaviours.

2 In all instances ngā taonga tākarō should be underpinned by the concept *kia kaweā tātou e te rēhia* (to be taken by the spirit of fun and amusement).

3 Definitions

Ngā Taonga Tākarō means traditional Māori games or sports.

Pūrākau are accounts or stories associated with the gods and demigods, as opposed to *pakiwaitara*, which are accounts associated with humankind. The traditional and

widely held view of Māori is that pūrākau provide a historical continuum and are an integral part of a tribe's history.

Tewhatewha refers to adherence to the rules and the spirit of the game through self-regulation when undertaking a form of *ngā taonga tākaro*. *Tewhatewha* takes precedence over an official imposing concept of adherence to the rules.

- 4 The tikanga and kawa of a local iwi or hapū underpin the basis of this unit standard. The context of the unit standard is limited to local rohe or takiwā. Where local rohe are also occupied by other iwi or hapū, the tangata whenua or mana whenua view will take precedence. Other iwi or hapū views should be encouraged, in order to enrich and enhance understanding of tikanga and kawa.
- 5 For the assessment against this unit standard, evidence can be presented in a number of ways that may include but are not limited to – oral, visual or written presentations; whakaari; waiata; haka; playing; and group/peer assessment such as participation in tatū.

Outcomes and performance criteria

Outcome 1

Demonstrate knowledge of te reo Māori to facilitate the kaupapa of ngā taonga tākaro.

Performance criteria

- 1.1 Lead karakia in accordance with the tikanga and kawa of local iwi or hapū.
- 1.2 Undertake a leadership role in the protocols of pōwhiri within the practice of ngā taonga tākaro.
- 1.3 Use te reo Māori to communicate the kaupapa of a selected ngā taonga tākaro.

Range	includes but is not limited to atua, pūrākau, pakiwaitara, papa tākaro, aro tākaro, taniwha, kīoma, kī, pou, tupu, wairua, pāwero, te motu, te roto, te ara te ao, and te marama, rākau, mūtorere, harakeke, pōtaka, horohopu, kīwaha.
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- 1.4 Communication of tikanga associated with tākaro is reflected in kaitākaro engagement with kaupapa.
- 1.5 Share pūrākau as taonga of the kaupapa in the practice of ngā taonga tākaro.

Outcome 2

Demonstrate confident facilitation skills to promote the kaupapa of ngā taonga tākaro.

Performance criteria

- 2.1 Facilitate whakawhanaunga through the practice of ngā taonga tākaro in accordance with the tikanga and kawa of local iwi or hapū.

- 2.2 Use facilitation strategies to foster engagement in the kaupapa of ngā taonga tākaro.
- Range may include but is not limited to – tuakana/teina, atuatanga, role modelling.
- 2.3 Support tatū and tewhateha processes through facilitation of ngā taonga tākaro.
- 2.4 Use facilitation skills to foster the kaupapa of kia kaweā tātou e te rēhia.

Outcome 3

Communicate the kaupapa of ngā taonga tākaro in accordance with the tikanga and kawa of a local iwi or hapū.

Performance criteria

- 3.1 Communicate the whakapapa and āhuatanga of selected ngā taonga tākaro to learners.
- Range may include but is not limited to – whakapapa, atua, whenua, moana, tangata, wai.
- 3.2 Communicate the physical characteristics of a form of ngā taonga tākaro to learners.
- Range may include but is not limited to – physical ability of atua, observations of te taiao, papa tākaro.

Outcome 4

Demonstrate leadership of ngā taonga tākaro at a competitive level.

Performance criteria

- 4.1 Kaiwawao the agreed rules for a selected ngā taonga tākaro in accordance with the tikanga and kawa of a local iwi or hapū.
- Range may include but is not limited to – tatū process, kawa ā iwi, tewhatewha.
- 4.2 Explain the tactics and strategies of the specific ngā taonga tākaro in terms of position, advantage, and intervention required by a kaiwawao.
- Range communication skills, decision making under pressure, negotiation.
- 4.3 Explain player safety in terms of the conditions under which play is allowed to continue or must stop.

Planned review date	31 December 2025
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	25 March 2021	N/A

Consent and Moderation Requirements (CMR) reference	0099
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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 Skills Active Aotearoa Limited info@skillsactive.org.nz if you wish to suggest changes to the content of this unit standard.