

Consent and Moderation Requirements (CMR) 0149 for Mau Rākau, Taonga Pūoro and Māori Performing Arts Teaching (Level 6)

Industry or sector-specific requirements for consent to assess

School


Date



The following specific requirements apply when consent to assess is sought for standards at Level 4 and above. They specify the criteria to be met by an applicant organisation. This is to ensure that the applicant organisation is responsive to Māori language and cultural requirements, to Māori learning and teaching styles, and Māori aspects of spirituality.

CRITERIA		DESCRIPTION OF SPECIFIC REQUIREMENTS	HOW THE SCHOOL DEMONSTRATES IT CAN MEET THE SPECIFIC REQUIREMENTS
Criterion 1	<i>Development and evaluation of teaching programmes</i>	<p>The applicant organisation must have policies and procedures for the development and evaluation of teaching programmes to ensure that:</p> <ul style="list-style-type: none"> programmes are underpinned by ngā kaupapa o Te Hono o Te Kahurangi; Māori pedagogy is accommodated in terms of Māori teaching styles, language, culture and spirituality; the Māori community is involved; the teaching resources are culturally authentic and appropriate; a holistic and integrated approach to curriculum design, delivery and assessment is employed. 	
Criterion 3	<i>Staff selection, appraisal and development</i>	<p>The applicant organisation must have policies and procedures to ensure that:</p> <ul style="list-style-type: none"> the selection process of staff recognises culturally appropriate protocols; teaching and/or assessing staff have a working knowledge of te reo Māori and tikanga Māori; 	

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	<ul style="list-style-type: none"> ▪ teaching staff hold a relevant teaching qualification or can demonstrate equivalent knowledge and skills; ▪ programmes with research components are taught by teaching staff with experience and expertise in the supervision of research. <p>For assessment against unit standards in the <i>Māori Performing Arts Teaching and Taonga Pūoro</i> subfields, the applicant organisation must have policies and procedures to ensure that:</p> <ul style="list-style-type: none"> ▪ teaching and/or assessing staff are endorsed as having knowledge and skills at least one level in advance of the consent to assess levels being sought. Such endorsement could take the form of an attestation by the relevant Whakaruruhau, or by whānau and/or hapū. <p>For assessment against unit standards in the <i>Mau Rākau</i> subfield, the applicant organisation must have policies and procedures to ensure that:</p> <ul style="list-style-type: none"> ▪ teaching and/or assessing staff are endorsed as having knowledge and skills at least two levels in advance of the consent to assess levels being sought. Such endorsement could take the form of an attestation by the Mau Rākau Whakaruruhau, or by whānau and/or hapū. 	
Criterion 5	<i>Student guidance and support systems</i>	
Criterion 6	<i>Off-site practical or work-based components</i>	
Criterion 7	<i>Assessment</i>	



CRITERIA	DESCRIPTION OF SPECIFIC REQUIREMENTS	HOW THE SCHOOL DEMONSTRATES IT CAN MEET THE SPECIFIC REQUIREMENTS
	<p>Te Hono o Te Kahurangi evaluative quality assurance</p> <p>All providers of field Māori unit standards listed on the DASS must show how the kaupapa (principles) of Te Hono o Te Kahurangi are expressed by their organisation. This may include threading te reo Māori and tikanga Māori throughout their teaching and assessment practices. Refer to https://www2.nzqa.govt.nz/maori/quality-assurance-maori/.</p>	

Ngā Kaupapa o Te Hono o Te Kahurangi

The dynamic principles of Te Hono o Te Kahurangi

The Te Hono o Te Kahurangi evaluative framework applies to all Field Māori standards applications. Applicants must show how the kaupapa of Te Hono o Te Kahurangi are expressed in their organisation.



This table outlines definitions and translations of ngā kaupapa o Te Hono o Te Kahurangi.

Ngā Kaupapa	Whakamāramatanga	
<i>The Principles</i>	<i>Definitions</i>	<i>Active translation</i>
Rangatiratanga	Ka hua te rangatiratanga mā te whakatīnana i tā te Māori titiro ki te ao i te wā e uruparetia ana ngā tūmanako me ngā whakahihiritanga o te ākongā, o te whānau, o te hapū, o te iwi, o te hāpori Māori, o te hāpori whānui.	Autonomy realised through the enactment of a Māori world-view in response to the aspirations and driving motivators of ākongā, whānau, hapū, and where relevant, the Māori community and sector stakeholders.
Whanaungatanga	Ka tuia, ka kumanutia hoki ngā whanaungatanga kia mau tonu ai ngā hononga i runga i te kauuanu, i te pono me te māramatanga, hei painga mō te katoa.	Connecting, fostering, and maintaining relationships based on respect, integrity and understanding for the benefit of all.
Manaakitanga	Te whakaatu i te hāpaitanga o te mana mā roto i ngā whanonga me ngā mahi manaaki i te ākongā, i te whānau, i te hapū, i te iwi, i te hāpori hoki.	Manaakitanga realised by mana enhancing behaviour and practises for the care of ākongā, whānau, hapū, iwi, and community.
Pūkengatanga	E whakahua ana i te mātauranga me ngā pūkenga e mau tonu ai ngā mātāpono, ngā whakaponu, ngā hiahia matua me ngā tūmanako o te iwi.	Represents the knowledge and skills to ensure the principles, beliefs, needs and aspirations of the people are sustained.
Kaitiakitanga	Te rokirokitanga, te kaitiakitanga, te hāpaitanga hoki o te ao me ōna taonga hei painga mō te katoa.	Preservation, guardianship and enhancement of the world and its treasures for the benefit of all.
Te Reo Māori	E ora ana, e momoho ana, e matomato ana hoki te tipu o te kākano o te reo Māori.	The Māori language is alive, vibrant, and flourishing.