

Learning Assessment Guide

Unit Standard 16218 – Version 3

Demonstrate knowledge of kaupapa and tikanga Māori relevant to Māori clients in the public sector

Level 5 – 6 Credits

Assessment Summary			
Learner to complete			
Learner's name:			
Employer:			
NSN no. (ROL):		DOB:	
Signed:		Date:	
Assessor to complete			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
Assessor's name:		Assessor's No.	
Signed:		Date:	

Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

The tasks in this assessment are designed to show your assessor that you can:

- Explain kaupapa and tikanga Māori in relation to service delivery in public sector organisations or agencies.
- Review a service delivery situation for application of kaupapa and tikanga Māori in a public sector organisation or agency.

This Learning Assessment Guide is made up of:

- Tasks for you to complete.
- Manager or Team Leader Verification form.
- The Assessment Guide that your assessor will use to assess your competence.

Special notes relating to this unit standard:

1. Definitions

Kaupapa Māori – this refers to the intrinsically Māori knowledge, attitudes and values held by hapu and iwi. It is the basis for tikanga and kawa and includes all the teachings that have been passed down through the generations, including whakapapa, purakau, moteatea and karakia.

Tikanga Māori – this refers to practices followed by Māori that are based on Kaupapa Māori e.g. powhiri, karakia and hui.

Manaakitanga – this means providing hospitality e.g. food for guests, and is a custom that has a variety of applications. Tiaki (caring for others) is also associated with manaakitanga.

Whakatau/Mihi/Powhiri – in this context refers to the using the correct protocols when dealing with Māori individuals and groups, thus avoiding insult or embarrassment. The people involved, the purpose of the interaction and the lead up to the interaction will dictate how these protocols are handled.

Hui – when considering hui as a process for interacting with Māori groups, one must remember that their effectiveness is dependent upon various factors, including correct tikanga and kawa, and a good understanding of the roles and responsibilities of participants, the political situation and the circumstances and purpose of the kaupapa.

2. The range of communication skills used may include correctly reading and using body language appropriate to Māori, correct use of te reo Māori, correct use of tikanga, kawa, appropriate humour, a good understanding of the dynamics of the group.
3. There are various implications for the workplace, for example providing somewhere for visitors to have refreshments whilst waiting, and the method used to greet visitors. Other examples include having somewhere to hold hui and powhiri and conducting them correctly.
4. A resource you may wish to consider is “Tikanga Whakaaro: Key Concepts in Māori Culture”. Barlow, Cleve: Auckland, Oxford University Press, 1991
5. This assessment will take place within the context of your workplace.

Assessment Task One – Element 1

Introduction

This assessment is designed to assess your ability to explain kaupapa and tikanga Māori in relation to service delivery in public sector organisations or agencies.

Instructions

Answer the questions below. You may answer in writing on separate paper or give your answers verbally to your assessor, who will make a record of your answers.

Your assessor may ask further questions on completion of this assessment, to confirm and/or clarify your responses.

You are also welcome to present your evidence (both written and orally), in te reo Māori. You should discuss this with your assessor.

Task One Questions

1. The observance and recognition of kaupapa and tikanga Māori within the public sector has become an integral part of business. In terms of service delivery, the appropriate observance of kaupapa and tikanga Māori provides positive examples of interfacing with the Māori client. Please provide three examples of kaupapa and tikanga Māori in relation to interpersonal communications with Māori clients and give a brief explanation of each.
2. Would you now give three examples of kaupapa and tikanga Māori in relation to organising and conducting hui with Māori groups? Again, give a brief explanation of each.
3. We want to now draw your attention to service delivery. Consider two different public sector service delivery situations and compare the use of kaupapa and tikanga Māori.
4. There are a number of situations in the workplace where kaupapa and tikanga Māori are appropriate, for example providing opportunity for Māori groups to attend hui. Please explain three other aspects of your workplace that have implications for kaupapa and tikanga Māori.
5. Could you now identify and explain two strategies which can be used to incorporate kaupapa and tikanga Māori in the service delivery section of your workplace?

Assessment Task Two– Element 2

Introduction

This assessment is designed to assess your ability to review a service delivery situation in a public sector organisations or agency for application of kaupapa and tikanga Māori.

Instructions

Review at least three current policies and practices in your workplace from the standpoint as to how these are being used in respect to kaupapa and tikanga Māori.

You may provide copies of policies and procedures, but you will need to show your assessor that you have *reviewed* these.

Detail your findings in writing or orally to your assessor. Include comments made by people that you have discussed the effectiveness of the policies with and notes on observations you have made personally. Ensure the privacy of individuals is maintained.

Ensure your review includes:

- How kaupapa and tikanga Māori is currently utilised in your organisation.
- The actual effectiveness of the policies and practices in achieving required outcomes for Māori.
- Recommendations of possible changes to the policies or practices to improve the incorporation of kaupapa and tikanga Māori into dealings with Māori clients.

You are also welcome to present your evidence (both written and orally), in te reo Māori. You should discuss this with your assessor.

Ask your Manager or Team Leader to complete the attached Verification Form to confirm that the review was conducted by you and met the standards of your organisation.

Manager or Team Leader Verification Form

Name of Learner:		
Name of Verifier:		Phone:
Relationship to Learner:		

_____ is currently being assessed toward Unit Standard 16218 Demonstrate knowledge of kaupapa and tikanga Māori relevant to Māori clients in the public sector.

The learner must review three policies and practices of your organisation to assess the application of kaupapa and tikanga Māori in the service delivery environment.

Your signature below confirms that the review is the learner's own work, and that it is within the requirements of your organisation.

Comments

The assessor may contact you to discuss the learner's performance.

Signed: _____

Date: _____

Thank you for your assistance.

Assessment Guide

This is the assessment guide your assessor will use to assess your competence in unit standard 16218.

Element	Task	Evidence required	Judgement
<p>One</p> <p>Explain kaupapa and tikanga Māori in relation to service delivery in public sector organisations or agencies.</p>	<p>One</p>	<p>Answers to questions concerning:</p> <p>Identification and explanation of kaupapa and tikanga Māori in relation to:</p> <ul style="list-style-type: none"> • communication with clients. • organising and conducting hui. <p>A comparison of kaupapa and tikanga Māori as it is used in the service delivery settings of two public sector organisations.</p> <p>An explanation of the implications for organisational policies and practice.</p> <p>Strategies for incorporating kaupapa and tikanga Māori into the service delivery of a public sector agency.</p> <p>Assessor's notes where relevant.</p>	<p>Learner must identify and explain how kaupapa and tikanga Māori can be used when conducting interpersonal communication with Māori clients, and organising and conducting hui with Māori groups.</p> <p>Learner must give a comparison of the use of kaupapa and tikanga Māori in two service delivery settings in the public sector.</p> <p>Learner must explain the implications of the use kaupapa and tikanga Māori in organisational policies and procedures.</p> <p>Learner must give two strategies.</p>
<p>Two</p> <p>Review a service delivery situation for application of kaupapa and tikanga Māori situation in a public sector organisation or agency.</p>	<p>Two</p>	<p>Written or oral review of three policies and practices.</p> <p>Comments and observations taken during the review.</p> <p>Manger's Verification Form.</p>	<p>The learner produces a review that details three current policies and practices of their organisation that allow for the application of kaupapa and tikanga Māori.</p> <p>The learner identifies how kaupapa and tikanga Māori are currently utilised and how well the policies and practices achieve their required outcomes.</p>

Element	Task	Evidence required	Judgement
			<p>Recommendations for changes are made to improve the use of kaupapa and tikanga Māori when interacting with Māori clients.</p>