

NCEA Review and Maintenance Programme – 2027 updates

Review and maintenance work has been undertaken for NZC NCEA for 2027. This pdf document contains the updated assessment materials for **Te Ao Haka Level 3.4**. In January 2027, the NCEA website will be updated with these changes for Level 3.4 Te Ao Haka, including the updated te reo Māori translations of all resources and this pdf will be removed. For external assessment specifications, refer to the NZQA website.

Subject: Te Ao Haka Level 3.4

Product	What's changed?
AS3.4 91987 Unpacking	Updated to align with changes to the Achievement Standard

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NCEA Unpacking the Standard

Subject:	Te Ao Haka
Achievement Standard:	AS3.4 Demonstrate understanding of a Te Ao Haka leadership role
Credits:	4

Introduction

Te Ao Haka leadership is grounded in tikanga Māori and the collective responsibilities that uphold the mana, quality, and effectiveness of performance and practice. This Achievement Standard focuses on evaluating leadership roles within authentic Te Ao Haka contexts. Leadership in this sense is not limited to positional authority, but includes service, mentorship, creative contribution, and cultural responsibility.

Ākonga engage with a specific Te Ao Haka leadership role and the functioning of the role within a given context. Through explanation, analysis, and evaluation, ākonga demonstrate how leadership actions, decision-making, and the application of tikanga contribute to a Te Ao Haka performance or rōpū. They evaluate how these help the group to work effectively together and maintain its integrity.

This Achievement Standard supports ākonga to recognise leadership as relational, values-based, and embedded within Te Ao Māori worldviews.

The intent of the Achievement Standard

The purpose of this Achievement Standard is for ākonga to demonstrate understanding of a Te Ao Haka leadership role and how it contributes to a Te Ao Haka context. They will focus on one leadership role and explore its responsibilities, expectations, and cultural significance within the context.

Ākonga will show their understanding of how the leadership role is enacted within a Te Ao Haka context and how it contributes to a rōpū or performance. They will draw on specific, real examples of leadership explored through personal experience, observed practice, or historical examples. Ākonga will show how tikanga shapes the execution of the role and the impact that decisions and actions have on the performance and the wider context. They show how responsibilities are carried out through relationships, decision-making, service to the rōpū, and upholding tikanga rather than simply describing leadership tasks.

Leadership in Te Ao Haka can assist ākonga to develop skills that support success in future Te Ao Haka contexts and in wider life experiences.

Making reliable judgements

Ākonga are required to select a Te Ao Haka leadership role and explain it in a Te Ao Haka context. The explanation must have relevant evidence to support it. This includes explaining the responsibilities and expectations of the leadership role, and how the role contributes to the context.

A Te Ao Haka context can be the creation, practice, rehearsal, or performance of a Te Ao Haka item. For example, a kapa haka rōpū preparing for a regional or national performance, a pōwhiri, school performance, or event.

The leadership role can be explored through personal experience, observations of another person, or historical accounts. Evidence must be grounded in authentic practice and supported with specific examples. These examples should show how the leadership role operates and how it contributes to the quality, effectiveness, and cultural integrity of the context.

At higher levels of achievement, ākonga demonstrate a deeper understanding of the importance of the leadership role. They analyse how tikanga informs its execution and shapes decision-making, relationships, and actions that support the kaupapa or the rōpū. This includes considering how leadership is enacted through practices that strengthen collective responsibility and shared purpose within the context.

At the highest level of achievement, ākonga evaluate how the leadership role impacts the context, examining how it operates and the responsibilities it carries. They consider how the execution of the role, including the application of tikanga, impacts the Te Ao Haka context. Examples include evaluating the effect of the leadership role on the quality of the performance, cohesion of the rōpū, or the learning and development of others. Insights are supported with evidence and specific examples that illustrate leadership in action. Evidence may come from personal experience, observed practice, case studies or historical accounts, and should show clear links between leadership actions, tikanga, and outcomes.

Responses should draw on clearly explained examples that demonstrate understanding of the leadership role and its contribution to the context, rather than listing tasks or responsibilities in isolation. Judgements focus on the clarity, relevance, and depth of understanding shown about the contribution of the leadership role.

Collecting evidence

Refer to the External Assessment Specifications for further information.

Possible contexts

A Te Ao Haka context is any situation where Te Ao Haka is created, practised, rehearsed, or performed. The context should enable ākonga to observe, participate in, or reflect on leadership in meaningful and authentic ways. It must provide the opportunity for ākonga to explore how leadership is shaped by tikanga, relationships, and collective purpose within Te Ao Haka.

Examples include:

- kapa haka rōpū – such as school, iwi, hapū, or community kapa haka groups
- performance preparation – such as rehearsals, wānanga, noho marae, or composition processes

- performance settings – such as pōwhiri, whakatau, competitions, festivals, or kaupapa events
- creative and support roles – such as composition, costume coordination, taonga creation, musical accompaniment, mentoring, or tutoring roles.

Leadership within Te Ao Haka may be explored through personal experience, observed practice, case studies, or historical figures.

Examples include:

- kapa haka tutor or kaiako
- kaitātaki wahine or kaitātaki tāne
- solo or duet performer
- mentor
- composer
- costume coordinator
- taonga creator
- musical accompanist.