# **ECON Level 2 Mātauranga Māori Course Outline**

# Guide to aid teacher planning only - designed to be printed or viewed in A3, Landscape.

## Purpose

This example Course Outline has been produced to help teachers and schools understand how the Significant Learning from the Learning Matrix and Achievement standards can be structured within a year-long teaching and learning programme.

## Mātauranga Māori

|  |  |  |
| --- | --- | --- |
| **Significant Learning** | **Learning activities and assessment opportunities** | **Duration**  Total of 32 weeks |
| * analyse the effects of events in Aotearoa New Zealand, the Pacific and the rest of the world on the macro economy * understand diverse world views of decision making and economic wellbeing in Aotearoa New Zealand and the Pacific * examine the interdependence of different sectors of the economy, and how events impacting on one sector flow through to other sectors within the economy, and society and the environment * investigate the scope, causes and impacts of inequality in Aotearoa New Zealand * investigate the causes of changes in employment and the impact of changes in employment on various groups in society * develop an understanding of the economy in Aotearoa New Zealand and the policies that the Government uses to manage it * investigate the relationship between societal equity and economic resilience | He Waka Eke Noa  “*E tipu e rea mo ngā rā o tō ao*  *Ko tō ringa ki ngā rākau ā te Pākehā*  *Hei oranga mō tō tinana*  *Ko tō ngākau ki ngā tāonga a ō tīpuna Māori*  *Hei tikitiki mō tō māhuna*  *Ko tō wairua ki tō Atua, Nānā nei ngā mea katoa”*  *Nā Tā Apirana Ngāta*”    Kei ngā Māreikura kei ngā Whatukura, he mihi whakamānawa atu nei. Ko te aronga o te Ōhanga kia whai wāhi ki te mahinga ohaoha mā te whakamahi i ngā rauemi ngōuruuru hei ngata i ngā tūāpapa matea me ngā hiahia mutunga kore. Heoi anō, ka taea e koe ki te ketuketu, rangahau me te āta tititro ki ngā āhuatnga o tēnei Ao Ōhanga mai o rō i te waka Ao Māori. Ka haere kōtahi tātou ki rō waka, He waka eke noa.    In this unit, students will gain understanding of the economic wellbeing of Māori from the above whakataukī. Specifically, there are three distinct strategies embedded in this metaphor of the whakataukī. These are *participation* in the economy (employment etc.), ao Māori *sustainability* for future generations, and *spirituality*. The values of aroha, wairua and kotahitanga are also present in this whakataukī and an understanding of them, within this context, will also be developed.  CITIZENSHIP   * How do Māori view citizenship and participation? (Te Tiriti) * What is Māori worldview of Oranga Tonutanga? (Wellbeing) * What concepts can be used to understand this worldview?   + GDP, net social welfare, health, education, employment, unemployment * How are contributions to the marae understood and valued?   Students will;  ***Ao Māori***   * ***Tautuhi***, define the Whare Tapa Whā model of holistic wellbeing   + YouTube health video Te Whare Tapa Whā (A McConnell, 2022) <https://youtu.be/5haNl02yquE>   + ***Wānanga***, discuss the Whare Tapa Whā model and how it could be applied to this context * Define the Māori economy as a segment of the whole Aotearoa New Zealand economy * YouTube video - Te Ōhanga Māori – The Māori Economy 2018 - Part 1 and Part 2 - <https://youtu.be/rXPHplomzvk>, <https://youtu.be/eEQeAK8euZw> * Discuss an indigenous model of economic wellbeing and note key aspects of this model   ***Ao Whānui***   * Identify economic and mātauranga Māori concepts that will help give understanding to this unit   + Concepts include, but not limited to, GDP, labour force, employment and unemployment   + Statistics include, but not limited to, Māori health, Māori education, improvement in te reo Māori   ***Whakakōtahi ai ēnei Ao***   * Apply economic and mātauranga Māori concepts developed earlier to statistical data that provides economic contextual meaning * Develop a process for giving feedback on the economic wellbeing results   Pathway – Human/Civil Rights Lawyer, Economist, Sociologist, Treaty Negotiator, Iwi Runanga Trustee    **Opportunity for assessment of EC2.1 – Investigate viewpoints of economic wellbeing in Aotearoa New Zealand.** | 8 weeks |
| * analyse the effects of events in Aotearoa New Zealand, the Pacific and the rest of the world on the macro economy * understand diverse world views of decision making and economic wellbeing in Aotearoa New Zealand and the Pacific * examine the interdependence of different sectors of the economy, and how events impacting on one sector flow through to other sectors within the economy, and society and the environment * investigate the scope, causes and impacts of inequality in Aotearoa New Zealand * investigate the causes of changes in employment and the impact of changes in employment on various groups in society * develop an understanding of the economy in Aotearoa New Zealand and the policies that the Government uses to manage it * investigate the relationship between societal equity and economic resilience | Hoea tō waka  “Mahia te mahi, hei oranga ō te iwi” Nā Te Puea Hīrangi    In this unit students will gain an understanding of economic decision making through the messages held within the above whakataukī. Specifically, they will define aspects of the whakataukī that relate to producing an output (economic or not) for the benefit of the individual and their hapū or iwi. A focus on the values of aroha, whanaungatanga and kotahitanga will be promoted to help guide the process.  ORANGATANGA   * Concept of mana   + Mana motuhake, mana wahine, mana tāne, mana whenua * How are kāinga and households structured?   + two generations or more   + what are their priorities (Whare Tapa Whā model) * How are priorities measured? * What are causes of good or low performance against priorities (employment, income, self-employment, unpaid work, consumer spending) * Shopping basket/CPI/GDP * Housing * Poverty * Government departments/benefits   Students will;   * Define a sustainability model and note key aspects of this model (Pūtake) * Explore how values influence economic decision making and how Māori see the values of;   + Aroha - Unpaid work on a Marae (Mana Wahine/Mana Tāne)   + Whanaungatanga - Potentially, attending a tangihanga and working there while paying to get there and being on unpaid leave while there   + Kōtahitanga - Giving back to the hapū and iwi by working for them as trustees etc. * Define mana and explore how mana is measured in the Māori community (*Mana Whenua, Mana Wāhine, Mana Motuhake etc.*) * Understand what influence whānau, culture and community have on Māori employment * Develop a data collection process (could include marae - pōwhiri?, interview with hapū or iwi representative(s) * Collect data on employment and unemployment of Māori * Apply economic concepts * Apply mātauranga and economic concepts developed in this unit to provide understanding * Develop a process for measuring employment/unemployment     Pathway – Human/Civil Rights Lawyer, Economist, Sociologist, Treaty Negotiator, Iwi Runanga Trustee    **Opportunity for assessment of EC2.2 – Demonstrate understanding of causes and effects of a macroeconomic issue in Aotearoa New Zealand** | 8 weeks |
| * analyse the effects of events in Aotearoa New Zealand, the Pacific and the rest of the world on the economy * understand diverse world views of decision making and economic wellbeing in Aotearoa New Zealand and the Pacific * examine the interdependence of different sectors of the economy, and how events impacting on one sector flow through to other sectors within the economy, and society and the environment * investigate the causes of trade and tauhokohoko * investigate the impact of changes in trade and tauhokohoko on various groups in society * investigate the causes of growth and the impact of changes in growth on various groups in society * investigate the causes of inflation and the impact of changes in inflation on various groups in society * use economic indicators to estimate an economy’s performance, and to highlight trends * develop an understanding of the economy in Aotearoa New Zealand and the policies that the Government uses to manage it | Pou Herenga Waka  “Nōu te rourou, nāku te rourou, ka ora ai te iwi”    In this unit, students will look to get meaning from the above whakataukī. Specifically, they will define aspects of the whakataukī that relates to the values of aroha, whanaungatanga, kotahitanga  WHANAUNGATANGA   * Why trade and how do we trade? (trade agreements) * Why innovate? * Using the internet to sell internationally   + Intellectual property rights (haka, Māori NFTs) * How does an Aotearoa New Zealand Business connect with an overseas market?   + Tikanga   Students will;   * Define the Māori economy and its connection to trade * Watch YouTube video - *Māori Wealth* (He Tohu, 2017) - <https://youtu.be/5S74WnmASMo> * Discuss pūtake (sustainability) model and note key aspects of this model * Discuss economic topics (eg, sectors of the labour force and employment) mentioned in the videos * Explore how values influence economic connections (kotahitanga, whanaungatanga, aroha) with other countries including Pacific Island nations * Understand how trade can improve the economy and change the community * Apply mātauranga and economic concepts to a specific free trade agreement     Pathway – Human/Civil Rights Lawyer, Economist, Sociologist, Treaty Negotiator, Iwi Runanga Trustee    **Opportunity for assessment of EC 2.3 - Demonstrate understanding of the relationship between the economy of Aotearoa New Zealand and the global economy** | 8 weeks |
| * analyse the effects of events in Aotearoa New Zealand, the Pacific and the rest of the world on the macro economy * understand diverse world views of decision making and economic wellbeing in Aotearoa New Zealand and the Pacific * investigate the scope, causes and impacts of inequality in Aotearoa New Zealand * develop an understanding of the economy in Aotearoa New Zealand and the policies that the Government uses to manage it * investigate the relationship between societal equity and economic resilience | He Moana Pukepuke  “He moana pukepuke e ekengia e te waka”    In this unit, students will gain an understanding of kāwanatanga in the context of governance and government and the influences of kāwanatanga on the economy as well as the impact it has. The value of kotahitanga will be examined as well.  KĀWANATANGA   * What is partnership? (Te Tiriti) * How do the partners negotiate the goals of government? (Representation/Co-Governance) * What concepts are used to measure the outcomes?   + Government spending, Balance of Payments, etc * What tools are used by government to regulate the economy?   + Government Taxes, OCR * What is being done to improve the outcomes? (papakāinga and housing)   Students will;   * Define Kāwanatanga and Rangatiratanga   + YouTube video *Interview with Moana Jackson on constitutional change* - <https://youtu.be/ZZ067iNYb9A>   + YouTube video *Geoffrey Palmer - He Tohu Interview* - <https://youtu.be/HY_ROcasPsY> * Explore the differing views of Te Tiriti o Waitangi * Watch YouTube video – Claudia Orange *He Tohu Interview* - <https://youtu.be/ycumj021NE0> * Apply mātauranga and economic concepts developed in this unit to provide understanding * Develop a process for measuring economic outcomes   Pathway – Finance, Lawyer, Economist, Sociologist, Treaty Negotiator, Iwi Runanga Trustee    **Opportunity for assessment of EC 2.4 - Demonstrate understanding of a public sector governance policy response to a macroeconomic issue** | 8 weeks |