Activity guide – using the resources on the NCEA website to support Mana ōrite mō te mātauranga Māori

A note to curriculum leaders using this resource

This resource is intended to support you and your department, school to engage with the resources on ncea.education.govt.nz that have been developed to support Mana ōrite mō te mātauranga Māori.

It will take more than a day to complete the full suite activities. We don't suggest you aim to complete all the activities during your Teacher-only day. Providing sufficient time to reflect is an important consideration for all.

We suggest selecting the activities that meet the needs of your group, department, school, kura or kāhui ako.

This Activity guide

This activity guide supports your department, or school to engage with the following resources:

- [Mana ōrite mō te Mātauranga Māori - Equal status for mātauranga Māori in NCEA | NCEA (education.govt.nz)](education.govt.nz)

- [Insights into kaupapa Māori | NCEA (education.govt.nz)](education.govt.nz)

- Each activity will take at least 45 minutes depending on the depth and breadth of the discussion.

- For a 90-minute activity for your teacher-only day pick two activities from the selection. Activities 1-2 are a good place to start.

- We recommend aiming to work through all the activities over the year.

Recommended for whole school/department/teachers & kaiako	Recommended for senior leaders and governance level
Raising understanding of Mana ōrite mō te mātauranga Māori: **Activities 1-4** *Raising understanding of Māori concepts woven through NCEA level 1 subject products:* **Activity 5** *Providing resources to support school's Mana ōrite mō te mātauranga Māori learning journey:* **Activity 6**	***Ideally the leadership team will complete these prior to the Teacher-only day*** *Raising senior leaders understanding of strategically leading the change and making connections to support the change:* **Activities 7-9**

Te Poutāhū
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Activity 1

Watch the introduction to Mana ōrite mō te Mātauranga Māori video – Equal status for mātauranga Māori video on the NCEA website.

- Follow the instructions in the **Supplementary Resource 1**

- Use the My Reflection and Growth Journey tool

- Complete as an individual and share your placement within the rōpū, department or faculty.

This quick activity will allow you to gauge your positioning and understanding of Mana ōrite mō te mātauranga Māori for you individually, your staff and your school.

Activity 2

Webisode 2 of the Mana Ōrite series brings attention to the history of Aotearoa New Zealand in order to inform a better future. It looks at how colonisation has informed our education system and discredited Māori knowledges. It brings attention to the foundational concepts that inform mātauranga Māori.

Follow the instructions in the **Supplementary Resource 2** Revisit your positioning on the My Reflection and Growth Journey tool:

- Complete as an individual, then share reflections within the rōpū, department or faculty.

Also consider the following:

- Having thought about what resonates the most with you, take the time to think about how you would transmit your new understanding to your ākonga.

- Why do you think it is important to get a shared understanding of how you would transmit your new understanding? Is it important as a department or school to have a shared understanding? Why / why not?

- Use the information collected in this activity to consider what could be a shared approach as a department. What support do you need as a group to progress along the Poutama of growth?

Te Poutāhū
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Activity 3

To teach Māori learners, kaiako must understand Māori learners. This starts with understanding Māori values. Webisode 3 explores what mātauranga Māori looks like in practice. It provides an insight into foundational Māori values and how to embed them into your learning environment. Examples of these values are whakawhanaugatanga, manaakitanga, kotahitanga, kaitiakitanga, whakaiti whakaaronui/torerenui and whakamana.

- Watch **Webisode 3** and answer the questions in **Supplementary Resource 3**

- Consider how these values can fit into your school or kura goals if they don't currently appear?

- Question 4 and 5 ask you to consider how the values show up in your mahi. As a group explore your current goals and try to consider some of the suggestions from the webinar to ensure your group goals incorporate some of the tanga whānau.

Activity 4

Webisode 8 **discusses what indigenous knowledge is and how it can be used.**

Ko te manu e kai ana i te miro, nōna te ngahere; ko te manu e kai ana i te mātauranga nōna te ao.

The forest belongs to the bird who feasts on the miroberry, the world belongs to the bird who feasts on education.

This whakataukī has several layers of meaning however, in this instance the meaning pertains to a person who seeks after understanding or knowledge (in this case mātauranga Māori) will conquer great things.

- Think about how you teach indigenous knowledge in your subject. Share your approaches and ideas as a department. Discuss as a department how you could grow the status and depth of indigenous knowledge in your rōpū, department or faculty.

Activity 5

Using the knowledge gained from watching Webisode 3, view the Insights into Māori concept videos.

This series of videos provides some understanding of different concepts that are used throughout the new Level 1 NCEA subject products. There are 12 short videos unpacking each of the following; Tikanga, Taonga, Mana, Whakapapa, Tūrangawaewae, Rangatira, Hauora, Kotahitanga, Wairuatanga, Manaakitanga, Whanaungatanga, Kaitiakitanga.

- Depending on the size of your group get people to work individually or in pairs. Give each group a concept. Watch the video and work together to get an overview of your understanding.

- Working in small groups, select six of the concepts and create an activity that you could use with your class to help ākonga understand the concept means and what it could look like within their classroom.

- For example, plan a shared kai to show manaakitanga. During the shared kai, discuss why kai is important to many cultures. What tikanga surrounds kai?

Activity 6

Webisode 9 provides resources that are recommended by experts to support school and kura with their journey to embed Mana ōrite mō te mātauranga Māori. Resources are aimed at growing kaiako capability to support Mana ōrite mō te mātauranga Māori.

- After watching Webisode 9, use the readiness action plan to help create clear objectives, identify key steps and resources to support any action taken and to review your rōpū, department or faculties progress on this journey.

- Resources, such as Niho Taniwha, are discussed in Webisode 9 and at the end of the readiness action plan are links and references to resources that can support staff capability. Discuss as a group which resources you want to engage with and how you will do this. Include in your readiness action plan.

Activity 7 – Leadership team activity

After viewing Webisode 4, consider Christine Te Kiri's statement that the best PLD is an investment in time, people capability and confidence.

As Senior Management, what planning have you done to support the implementation of mātauranga Māori within your school? Using Māori values and being intentional in what you are wanting to achieve as a school will support change.

The where to begin and what can I do recorded webinar dives deeper into the kaupapa discussed in Webisodes 3 and 4. A suggestion of how to use this webinar recording is to have staff watch this webinar in their own time. There are some insightful questions that kaiako in the sector have raised.

- How do we avoid tokenism?

- The importance of how to embrace te ao Māori values with the upcoming changes to NCEA.

- Mana ōrite / mana ōritetanga. They must be embedded. It must be there from the start to the end.

The webinar provides practical examples to support kaiako with embedding mātauranga Māori into the classroom/kura. Allocate this as a group task. Kaiako will report back with one take away example that they will use in their classroom. Collate examples as a resource.

Activity 8 – Leadership team activity

Watch Webisode 5 – Building relationships from the group up. The webinar provides guidance and advice on how to establish links with iwi.

If you are not sure who to talk to regarding forming relationships with kaumatua and pakeke in your communities, we suggest speaking with your ākonga, especially if you are not from the area. If your ākonga are not able to help you, then think about kaiako in your kura. Is there a tutor or whānau member that can help you? It's important to know your ākonga, kaiako and whānau. They will be able to help you form those relationships.

- As a leadership team, use the Mana ōrite supplementary Resource 5 worksheets to help establish relationships with whānau, iwi and hapū/hapori. Use the planning tool as a starting guide.

- Watch Webisode 3 – Relationship building and finding the right support webinar. This webinar provides answers to questions from kaiako / whānau in the community. It asks leaders to look at what they want kaimahi to do in their school or kura.

- Note, we suggest allowing at least 90 minutes for this activity.

Activity 9 – Leadership team activity

Watch **Webinar 7** as a leadership team. This webinar outlines the roles of the Board of Trustees and the leadership team regarding implementing Mana ōrite mō te Mātauranga Māori.

It looks at Te Tiriti partnership at a governance level. Strategic direction is key, a whole school or kura approach needs to take place.

- Note, we suggest allowing at least 90 minutes for this activity.

We are interested in your feedback. Your views can help develop additional resources. Email ncea.review.education.govt.nz with your feedback on this resource.

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He mea **tārai** e mātou te **mātauranga** kia **rangatira** ai, kia **mana taurite** ai ōna **huanga**

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