



Te Wānanga o Aotearoa

# **Embedding LN in a Māori context**

NCLANA Symposium 30 June 2011

Mary Mem Joe & Jane Terrell



Te Wānanga o Aotearoa

# **Embedding LN in a Māori context:**

*Part 1. A strategic approach*



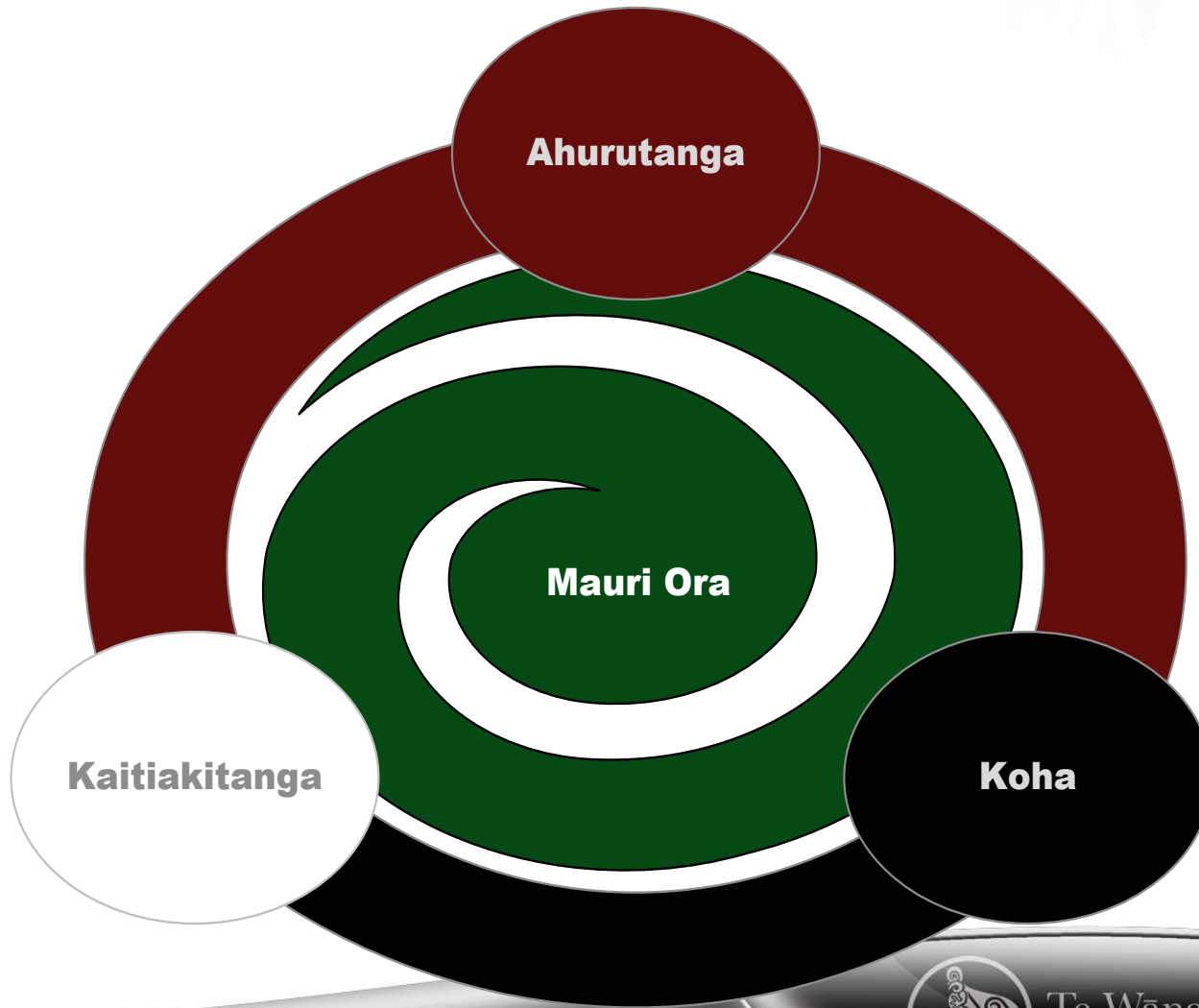
Te Wānanga o Aotearoa

# Embedding LN at TWoA

- Using Mātauranga Māori approaches to teaching and learning in the context of literacy and numeracy.
- Acknowledging that we read the world in multiple ways and through multiple lenses.
- Aligning our work to our Kaupapa Wānanga framework to ensure what we are doing aligns with our Kaupapa and most importantly the needs of our ākonga.



# Kaupapa Wānanga



# Kaupapa Wānanga

## Kaitiakitanga:

Always being engaged in relationships with peers, others, our environments and our kaupapa.

**Kaitiakitanga**



Te Wānanga o Aotearoa

# Kaupapa Wānanga

## Koha:

Valued contributions are to be given and received responsibly

**Koha**



Te Wānanga o Aotearoa

# Kaupapa Wānanga



Ahurutanga

## Āhurutanga:

Quality spaces are claimed and maintained to enable activities to be undertaken in ethical and meaningful ways.



# Kaupapa Wānanga

## Mauri Ora:

Pursuit of wellbeing  
is at the core of all  
that we do.

Ahurutanga

Mauri Ora

Koha



Te Wānanga o Aotearoa



# He Whakapahuhu Kahukura

## Our main function is:

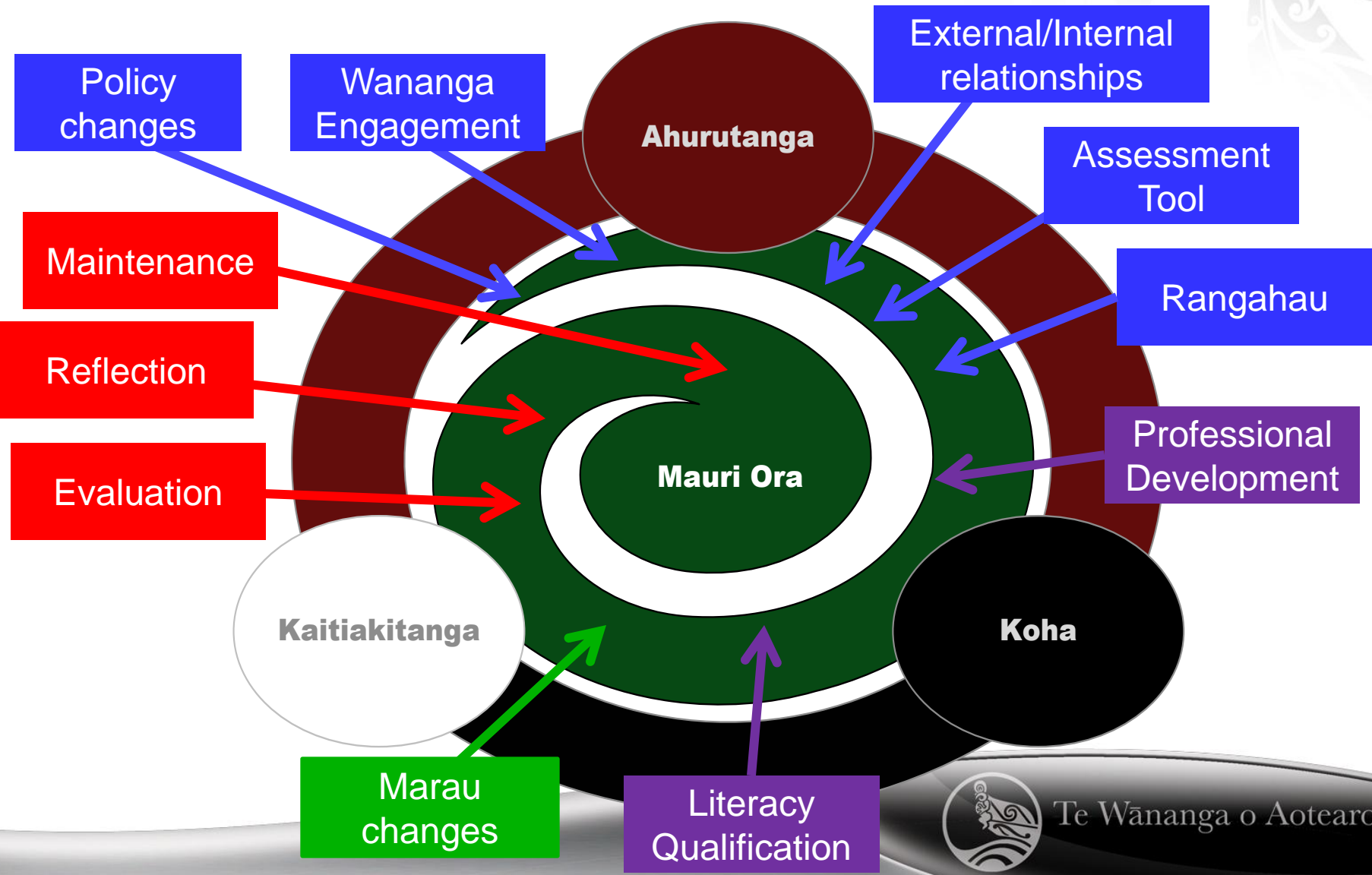
To embed literacy and numeracy Wānanga Wide (organisation, kaimahi, marau) through a cycle of **praxis, reflection, evaluation** and **rangahau** - with the ultimate goal of making this mahi business as usual from 2012.

## Our goal is:

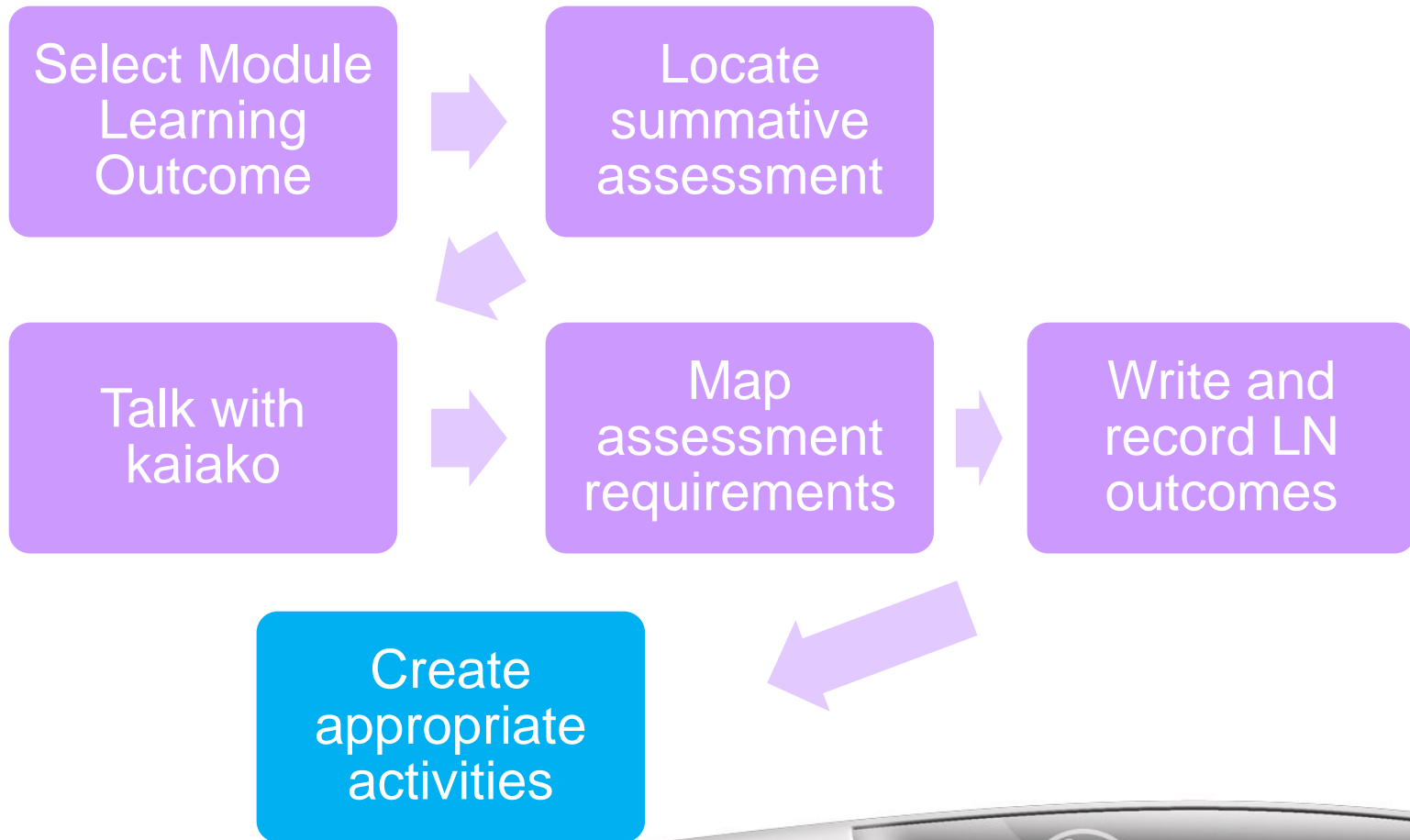
To disseminate this work within a Mātauranga Māori framework.



# He Whakapahuhu Kahukura Model



# Marau changes - process (Revising Curriculum Documents)



## **Documenting embedding practices:**

- **aligning with kaupapa wānanga,**
- **embedding evidence template**
- **lesson plan template**

## **Providing resources for ākonga:**

- **word book**
- **learning journal**





Te Wānanga o Aotearoa

# **Embedding LN in a Māori context:**

*Part 2.* Delivering the learning progressions



Te Wānanga o Aotearoa

# **Delivering the Learning Progressions in a Māori context:**

- ❖ **Knowing the Māori learner**
- ❖ **Knowing the demands of Te Ao Māori**
- ❖ **Knowing what to do  
using Māori pedagogies**



# A few readings...

- Helen Potter, Katrina Taupo, Jessica Hutchings, Sue McDowall, & Peter Isaacs (2011). *He Whānau Mātau, Hei Whānau Ora: Māori Adult Literacy and Whānau Transformation*. Wellington: NZCER
- Hemara, Wharehuia (2000). *Māori Pedagogies: A view from the literature*. Wellington: NZCER
- McMurchy-Pilkington, Colleen (2009). *Te pakeke hei ākonga: Māori adult learners*. University of Auckland
- Greenwood, Janinka & Lynne-Harata (2010). *Te Aika Hei Taurira: Teaching and Learning for Success for Māori in Tertiary Settings*, College of Education, University of Canterbury



**We find it helpful to think about these in the light of:**

**❖ Who delivers?**

**❖ Where?**

**❖ How?**







Ehara taku toa  
i te takitahi  
engari ko taku toa  
i te takitini

My strength does  
not lie in working  
alone – rather,  
my strength lies in  
working with others



Te Wānanga o Aotearoa



Working together like kina and porridge...



Te Wānanga o Aotearoa

# Bi-cultural delivery: who?

❖ **Facilitators must have bi-cultural literacy, ie:**

- **“know the Māori learner”**
- **“know the demands” of Te Ao Māori**



# Bi-cultural delivery: who?

## ❖ Their relationship must align with Kaupapa wānanga:

### ➤ Koha and Ahurutanga

(appreciating each other's contribution and feeling safe to allow it to surface)

### ➤ Kaitiakitanga

(looking out for each other)

### ➤ Mauri ora

(preserving the well being of all)



# Bi-cultural delivery – where?

- ❖ **Bring the marae to the motel:  
knowing Te Ao Māori demands**
- ❖ **Access the marae within by creating  
ahurutanga**



# Bi-cultural delivery – where?

- ❖ **Create ahurutanga by considering Te Whare Tapa Whā:**
  - ❖ **Tinana**
  - ❖ **Wairua**
  - ❖ **Whānau**
  - ❖ **Hinengaro**



# **Bi-cultural delivery - how? ie “knowing what to do” using Māori pedagogies**

- ❖ Whanaungatanga
- ❖ Te reo
- ❖ Metaphor
- ❖ Ako – kōrero, tītiro, tuakana-teina...



**Metaphors  
matter:**

**“weaving”**

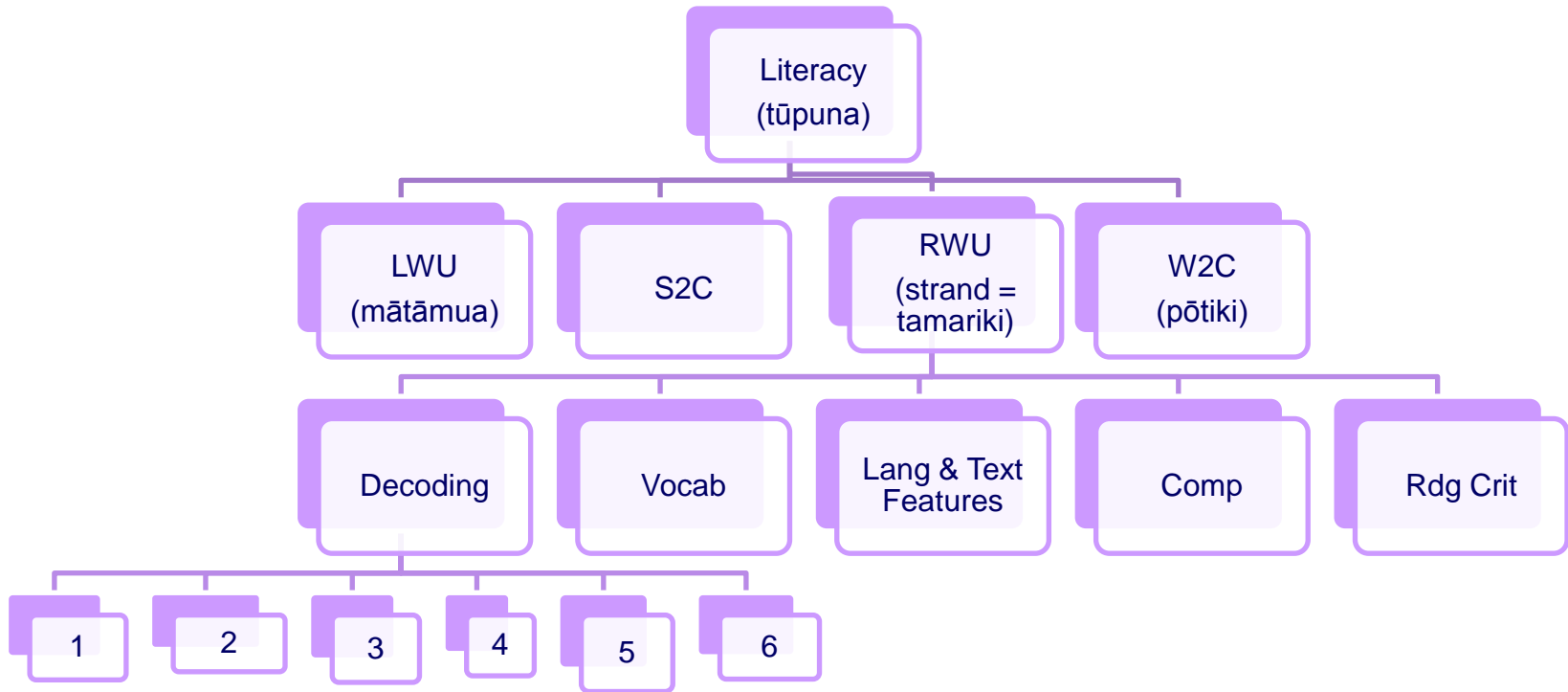
**vs**

**“embedding”**





# “Strand – LP – step” relationships as whakapapa



# Ako

❖ Emma

❖ Ross



Te Wānanga o Aotearoa

A lush forest scene with large tree trunks and many ferns. The foreground is dominated by large, vibrant green ferns. In the background, several thick, brown tree trunks stand tall, surrounded by more greenery and a dense canopy of leaves. The lighting is soft and natural, suggesting a deep forest environment.

**Mai mākau i ka hana  
e mākau i ka mangere**

**Don't be afraid of work  
Be afraid of laziness**